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ABSTRACT

This document contains a collection of literacy program evaluation instruments from developing countries, as well as several papers describing how to use evaluation instruments to assess various types of systems. The following titles (with author or country of origin) are contained in this collection: "Designing a System of Evaluation and Monitoring for Literacy and Post-Literacy Programmes" (by R. H. Dave); "Problem Study Questionnaire: Work-Oriented Adult Literacy Project" (Iran); "Initial Survey Instrument Scheme for the 15-25 Age Group" (India); "What Is a Management Information System (MIS)?" (by H. S. Bhola); "The Management Information System of the Tanzania Literacy Campaign" (by Z. J. Mpogolo); "Guidelines for Monitoring the Malawi National Adult Literacy Programme" (Malawi); "The Management Information System of the Zimbabwe Literacy Campaign" (Zimbabwe); "The Management Information System of the Botswana National Literacy Programme" (Botswana); "Preliminary Guidelines on Monitoring" (India); "Literacy Learner Assessment" (Malawi); "Guidelines on Learner Evaluation in the Adult Education Programme" (India); "Literacy Levels Prescribed by the National Literacy Mission" (India); "Achievement Test in Agriculture" (Iran); "Global Evaluation of a Literacy Project" (by Roger Couvert); "Indicators and Elements for Measurement of Change in Experimental Literacy Projects" (UNESCO); "Construction of Measurement Tools and Methods and Procedures for Sampling and Control for Evaluation of Experimental Literacy Projects" (UNESCO); "The Effects of Literacy in Kenya: Questionnaire for Literacy Learners and Questionnaire for Literacy Teachers" (UNESCO/Kenya); "Programme Listening Report" (Tanzania); "Literacy Listening Report" (Zambia); "Questionnaire on the Use of Radio and Television in Literacy Campaigns" (by John Maddison); and "An Alternative Approach to Evaluation" (India). (KC)

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DOSSIER OF EVALUATION INSTRUMENTS FOR LITERACY PROGRAMMES

A Contribution to the
International Literacy Year 1990

edited by
Josef Müller and Anja Dietrich

1989

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Preface

Evaluation has gained more and more importance in literacy work. Evaluation is the systematic and exact use of today's and yesterday's experience to be put to work tomorrow. In addition to summative evaluation carried out at the end of a programme evaluation is becoming a genuinely comprehensive system built into literacy campaigns, programmes and projects to optimize them as they go on.

Compared with the first version of 1977 this second version of the Dossier of Evaluation Instruments for Literacy Programmes shows that considerable progress has been made in evaluating literacy work. Management Information Systems (MIS) were designed to underline the importance of built-in evaluation. Thus evaluation instruments have become important planning tools.

Although a considerable amount of experience in evaluating literacy has been accumulated in recent years, this experience is not everywhere and not always available. Quite frequently planners and evaluators of literacy programmes have to start afresh when designing a monitoring system or when developing evaluation forms. This Dossier of Instruments tries to facilitate the work of practitians by offering a variety of monitoring systems and evaluation instruments. These systems and instruments are presented as examples of tools which have actually been designed and used by literacy workers to generate evaluative information. The instruments offered do not necessarily have to meet overall approval. It is not suggested that a selected instrument is the best type available but that it might be used as reference material.

The present Dossier tries to provide information on the evaluation of crucial aspects of literacy campaigns, programmes and projects. The contribution by R.H. Dave, Designing a System of Evaluation, is followed by two instruments for base-

line surveys, an introduction to Management Information Systems by H.S. Bhola and by a major collection of management information/monitoring systems of large-scale literacy campaigns and programmes. The Management Information Systems are supplemented by instruments and guidelines for learner assessment which to some extent are part of a Management Information System as well. The effects of literacy have become subject to a wide international debate. This debate is not only concerned with the results of literacy work but even with the instruments needed to measure these results. The chapter on Effects of Literacy, therefore, does not only contain instruments but moreover guidelines on how to construct measurement tools and how to find indicators and elements for measurement of change. Radio and radio listening groups are increasingly becoming part of literacy campaigns and programmes. The inclusion of reporting forms for listening groups and of a questionnaire on the use of radio and TV in literacy campaigns, therefore, seemed to be appropriate. Last but not least, there are alternatives to the classical protocols used in evaluation. The brochure on evaluation produced by the then Directorate of Non-Formal Education, New Delhi, presented such an alternative approach to evaluation already in 1976. It reminds us of what we should "Keep in Mind" when evaluating literacy work and what we should forget so that evaluation does not remain the mysterious domain of experts.

This Dossier is not a collection for experts. They know their job. They can easily play around with techniques and instruments. This Dossier is a result of practical work in the field and is made for those who have to do field work. We would be glad if it helped them to convert an empty page of paper into an evaluation instrument with a few meaningful items. We would be satisfied if they found this Dossier "good enough".

Dr. Dieter Danckwortt

Director
Education, Science
and Documentation Centre

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Head
Non-formal Basic
Education Section

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1. Designing a System of Evaluation and Monitoring for Literacy and Post-Literacy Programmes

1. **Designing a System of Evaluation and Monitoring for Literacy and Post-Literacy Programmes**

R.H. Dave

From:

G. Carron and A. Bordia, **Issues in Planning and Implementing National Literacy Programmes**, UNESCO/International Institute for Educational Planning (IIEP), Paris 1985, pp 283-303.

I. INTRODUCTION

One of the tasks confronting the planners and practitioners of literacy and post-literacy programmes is to design and implement a system of evaluation as an integral part of the total programme. The need and significance of evaluation as a built-in system in a literacy programme or campaign has no doubt been universally recognized by literacy workers at all levels. However it has been observed that when it comes to the actual practical work of preparing a comprehensive evaluation plan and introducing evaluation in a systematic and effective manner at different stages and levels of literacy, post-literacy and continuing education programmes, many planners and practitioners experience difficulties. Furthermore, policy makers and national planning commissions have recently started advocating the need for introducing a monitoring system to observe the progress of large-scale literacy projects and such other educational developments such as universalization of primary education. Again a quick resume of the present position in this field in different parts of the world shows that while a few countries have attempted to introduce a monitoring system in their projects and programmes, in most other countries much remains to be done in this direction.

In view of this situation, it seems necessary to consider a basic question: How to design an effective system of evaluation and monitoring for the programmes of literacy, post-literacy and continuing education, and how to make it work at different levels and stages of the total programme? This paper aims at offering some suggestions in a rather brief manner in the context of this question.

II. MULTIPLE FUNCTIONS

An effective system of evaluation and monitoring in literacy and post-literacy programmes should fulfil a variety of functions. First and foremost, it should help in ensuring the quality and efficiency of the entire programme. It should provide information and insight for optimizing the learning outcomes and for increasing the impact of these programmes which are pursued by developing countries under great financial constraints and with scarce manpower resources. The aim of which is the achievement of better development in the personal, social and vocational domains of life of the poorer, and hence by implication illiterate and semi-literate, sections of the society. For political leaders, other policy-makers and planners, the system of monitoring and evaluation should provide enough evidence and data for appropriate decision-making to strengthen and moderate the programmes of literacy learning, follow-up action and further studies for both adults and out-of-school children, in harmony with the complementary formal system of primary education and beyond.

Similarly, the procedures of evaluation should help learners, animaters and others involved at the grass-roots level for assessing learning outcomes in a formal or informal manner, diagnosing difficulties, and improving results by providing necessary help. For adult learners, in particular, such a programme should ideally culminate into a process of self-evaluation and continuation of learning and development throughout life. The system of evaluation should likewise serve as an aid to those who prepare literacy textbooks, post-literacy reading books, newspapers and wall papers for neo-literates, correspondence courses for further studies, TV programmes and other such curricular components to control the quality of their materials and techniques so as to ensure an appropriate quality of guided learning as well as self-learning.

Thus, a well designed system of evaluation and monitoring should not only be measurement-oriented but also be improvement-oriented. It should render multiple functions for meeting the decision-making needs of learners, animaters and community workers, curriculum makers, administrators, planners and policy-makers. For these reasons, an effective evaluation system should be:

(i) comprehensive and multi-dimensional;

(ii) built-in system that is closely linked with policy-making, planning and implementation processes;

(iii) development-oriented providing information and enlightenment to all concerned for improving different aspects of the whole programme in order to achieve better results instead of either acting as a stumbling block and a threat or an impersonalized instrument of just classifying people into pass and fail.

In order to plan such a comprehensive, built-in and development-oriented evaluation scheme, it is necessary to consider the following two important elements, among others:

(i) certain basic and conceptual aspects connected with technical procedures of evaluation and monitoring; and

(ii) several operational aspects for structuring the scheme in concrete terms.

These are briefly presented in the subsequent sections.

III. SOME BASIC ASPECTS

Among several things that the evaluation planner ought to consider in arriving at a conceptual framework, four major aspects are described here:

(i) Clarification of the field of evaluation;

(ii) Definition and scope of evaluation;

(iii) Definition and scope of monitoring;

(iv) A generalized grid for planning evaluation and monitoring.

A. THE FIELD OF EVALUATION

The scope of literacy is defined somewhat differently in different countries. Of course, all countries include the learning of basic skills of 3 R's, but some countries stress the functionality aspect a great deal and even include post-literacy programmes under literacy. By contrast, some other countries focus their attention more on 3 R's, not totally neglecting functionality, but reducing the time of the initial level of literacy learning and then developing multi-pronged programmes of follow-up and further education. Yet other countries, particularly the Francophone African countries, place a special emphasis on increasing participation, and on integration of literacy learning with specific development projects. Therefore, each country should clearly define the scope of its literacy programme and formulate specific objectives and expected outcomes to facilitate the process of evaluation.

Similarly, the scope and objectives of post-literacy and continuing education of neo-literate adults as well as out-of-school children should be clarified. (Bordia, 1981). The programmes of literacy, post-literacy and continuing education should be viewed as a continuum in the broader framework of lifelong education. They should be closely integrated with life for the mutual enrichment of both learning and living.

It has been noticed that if appropriate post-literacy programmes are not developed, a sizeable percentage of the neo-literate adults as well as those children who drop out prematurely from the school lapse back into illiteracy. Therefore, one of the major aims of post-literacy work is to retain literacy skills and make them permanent. But it has also been noticed that the achievement of basic literacy skills constitutes only an initial phase of learning and is not enough in itself to contribute adequately towards the larger goals of personal, social and vocational development of the individual, family and community. It is therefore necessary to continue learning further and to apply it to fight against the problems of low productivity, poverty, disease, exploitation and isolation, so as to achieve a better and higher quality of life. Thus, the major aims of post-literacy and continuing education can be briefly described as: (i) retention and consolidation of basic learning skills, (ii) continuation of learning, and (iii) application and use of learning for the improvement of the quality of life of the individual and his collective.

Some countries like Brazil, Cuba, Indonesia, Mali, Niger, People's Republic of China, Tanzania, Thailand, Venezuela and Viet-Nam have already developed systematic programmes of post-literacy and continuing education by creating a variety of nonformal and informal opportunities of learning for different age groups, vocational groups, other interest groups and individual learners. Some other countries are in a process of developing such programmes on a full scale.

A study carried out by the Unesco Institute for Education[1] in this field has shown that a large number of alternative and complementary strategies for learning at the stage of post-literacy and continuing education, such as the following, are being practised by different countries:

(i) Newspapers, wall papers and magazines for neo-literates;

(ii) Textual materials prepared for post-literacy studies;

(iii) Supplementary reading materials;

(iv) Libraries for new readers;

(v) Extension literature produced by development agencies such as health department, agricultural extension services, etc.;

(vi) Out-of-school and award-bearing programmes parallel to the school system, and other nonformal courses of vocational and general character;

(vii) Occasional programmes based on special needs and interests;

(viii) Correspondence courses;

(ix) Local study and action groups;

(x) Radio, TV, films, etc. (New Media);

(xi) Traditional and folk media;

(xii) Sports, games, physical culture.

For the purposes of developing a systematic evaluation plan, it is important for each country to identify the broad aims of post-literacy and continuing education programmes, to work out suitable strategies for formal, nonformal and informal learning and to specify major learning outcomes as well as long-range effects of these programmes.

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[1] This is based on an international project on the 'Development of Learning Strategies for Post-literacy and Continuing Education of Neo-literates in the Perspective of Lifelong Education' undertaken by the Unesco Institute for Education, Hamburg in co-operation with various national, regional and international agencies and individuals.

B. DEFINITION AND SCOPE OF EVALUATION

The term 'evaluation' is defined in various ways in educational and other literature by many scholars. For our purpose, we shall define evaluation as follows in order to use the definition for designing and implementing a concrete evaluation plan:

Evaluation is a process of collecting (iii) evidence and using it to (ii) judge the (iv) degree of goodness or worth of the (i) entity being evaluated for various types of (v) decision-making.

Here five basic aspects are of particular significance to us, namely,

(i) The entity being evaluated;

(ii) Process of judgement;

(iii) Evidence;

(iv) Degree of goodness or worth;

(v) Decision-making.

- The first element emphasizes the need for the clarification of what to evaluate. The clearer the perception and understanding of the specific entity being evaluated, the greater are the chances for ensuring validity and reliability of evaluation.

- The second element involves a process of judgement. This in fact is the result of evaluation. Sometimes evaluation cannot be totally valid, reliable and objective due to certain inherent limitations. Hence, the degree of goodness determined through such an evaluation process remains an estimation and so the decisions should be made with due caution. The effort should then be to optimize dependability of judgement by adopting suitable evaluation techniques or by combinations of them which should help in reducing the 'error' to a minimum level.

- The third element refers to the collection and use of evidence through relevant information and other forms of data in order to arrive at a dependable judgement. That is why there is a need to consider various technical aspects in the overall process of evaluation, such as identification of data sources, adoption of sampling procedures where needed, application of different techniques (e.g. written or oral methods, observations, interviews, etc.) and instruments (e.g. tests, checklists, interview schedules, etc.) for data collection, methods of data analysis - both qualitative and quantitative, and interpretation of data.

- The fourth element is closely connected with the evidence and its interpretation which should yield a clear result about the degree of goodness or worth of an entity being evaluated.

- Finally, the evaluation result is to be used for various types of decision-making, such as improving a programme, revising a textbook, increasing or decreasing the total length of time for literacy learning, giving certificates, determining equivalence, introducing new courses or units of study, etc.

In order to ensure dependability of decisions, the entire process of evaluation should be as valid, reliable and objective as possible. At the same time it should be seen that the evaluation scheme remains practicable by checking that it does not become too costly or too time-consuming, that it does not become overly statistical and sophisticated and that there is a good balance between both qualitative and quantitative aspects, and that it does not become a ritual, losing its spirit as an aid for illumination and improvement. All these aspects have many implications for designing a well balanced evaluation scheme.

C. DEFINITION AND SCOPE OF MONITORING

The practice of incorporating a monitoring system in a planned manner in the field of education is indeed of recent origin. Monitoring has long been in use in medicine, large-scale industries, etc. as one of the tools for maintaining and improving the effectiveness and efficiency of a given operation. While monitoring can be profitably used for any activity, it attains a special significance for large-scale and time-bound operations, for high-risk and high-investment projects, and for complex activities involving a variety of functions to be carried out simultaneously as well as sequentially by a large number of functionaries who are expected to operate at different levels and in harmony with one another towards the achievement of a common set of goals.

The programmes and projects of literacy, post-literacy and continuing education, launched by many developing countries on a large-scale, do in fact have several characteristics such as those described above. And that is why policy-makers, planners and practitioners in some of these countries feel the need for introducing a system of monitoring in these programmes as well as other similar programmes in education.

For our purpose, we shall treat monitoring as a tool for maintaining and improving the effectiveness and efficiency of implementing the programmes of literacy, post-literacy and continuing education, and shall include it as an integral part of a comprehensive and built-in system of evaluation that is development-oriented in character. In this context, monitoring is defined as follows:

Monitoring is a process of (ii) watching (iii) periodically the (i) progress of a project or programme in order to identify strengths as well as (iv) shortfalls, if any, for the purpose of taking (v) timely corrective measures with a view to optimizing the effectiveness and efficiency of the project or programme.

One of the more crucial terms in this definition is progress. What are the determinants of the progress of implementing an educational programme such as literacy or post-literacy? It appears that the progress of implementing a programme is dependent on several crucial variables: input and process variables as well as outcome variables. These variables generate a variety of functions which may be classified as (a) Financial, (b) Administrative, and (c) Academic. The functions should operate in an articulated and harmonious manner at the national, sub-national and local levels.

Other crucial aspects from the operational point of view are:

(i) watching the performance of selected critical variables periodically

(ii) identification of shortfalls, barriers and bottle-necks, if any;

(iii) taking timely corrective measures.

All these elements have many important implications for the development of an operational system of progress monitoring and a few countries like India have designed and implemented such a system. These elements will therefore be discussed further in the next section devoted to the operational aspects of evaluation and monitoring.

D. A GENERALIZED GRID FOR PLANNING EVALUATION AND MONITORING

The effectiveness and success of literacy and post-literacy programmes are obviously the matters of great concern for policy-makers, planners, administrators and practitioners. A good system of evaluation and monitoring can prove immensely useful as one of the tools in the achievement of a desired level of success. But what typically happens is that evaluation is carried out only at the end of the period of implementation of a project or programme, and is not built into all different aspects of the total operation. Or it is confined to the assessment of learning outcomes at the end of a course, without taking into account the environmental factors under which the programme operates; and without conducting the periodical appraisal of the input and process variables which in fact serve as antecedental factors that determine the kind and quality of the final learning outcomes.

Such a restrictive use of evaluation does not help in ensuring an adequate measure of success of literacy and follow-up programmes. What is needed is to widen the scope of the evaluation system and to make it a genuinely comprehensive and built-in system, if the potentiality of evaluation in optimizing the success of these programmes is to be harnessed fully. Such a system should include the appraisal of pertinent extra-educational factors as well as intra-educational variables connected with both immediate outcomes and long-range effects.

Thus, a truly comprehensive and built-in system of evaluation should have a wider scope and should include the following dimensions: (see Dave, 1980).

1. Appraisal of the environmental setting

   Diagnostic analysis of the historical and current situation in the socio-economic, political, educational and other domains

   Assessment of needs and priorities

   Appraisal of resources and potentialities

2. Evaluation of inputs

Material inputs

Non-material inputs

3. Evaluation of processes

Management processes

Pedagogical processes

4. Evaluation of immediate outcomes

Intermediary outcomes

Learning outcomes

5. Appraisal of long-range effects

On the educational domain

On socio-economic and other domains of development.

These five dimensions including the Environmental setting, Inputs, Processes, immediate Outcomes, and Long-range impact or effects (abbreviated as EIPOL) should be inter-related with the four major phases (and their sub-phases) of a project or programme, namely,

(i) Policy-making or pre-planning;

(ii) Planning;

(iii) Implementation;

(iv) Assimilation of gains and recycling the programme.

When these phases of a programme are combined with the five dimensions of evaluation, an EIPOL grid is established as shown in Figure 1. This generalized grid serves as a guide to develop a built-in system of evaluation and monitoring. For example, the appraisal of needs, priorities and resources belong to cell 1.1. Similarly, cells 3.2, 3.3 and 3.4 are concerned with progress monitoring at the implementation stage. Evaluation of learners belongs to cell 2.4 which is formative evaluation for producing curricula and learning materials, and to cell 3.4 which is concerned with periodical testing and summative evaluation. Likewise, cell 4.5 calls for tracer studies and other follow-up evaluations to obtain insights into the long-range and the larger impact of literacy and post-literacy programmes.

Stages of a built-in evaluation system / Stages of a programme or project	1. Appraisal of ENVIRONMENTAL SETTING	2. Evaluation OF INPUTS	3. Evaluation OF PROCESSES	4. Evaluation of IMMEDIATE OUTCOMES	5. Evaluation of LONG-RANGE EFFECTS
1. Pre-planning	1.1	1.2	1.3	1.4	1.5
2. Planning	2.1	2.2	2.3	2.4	2.5
3. Implementation	3.1	3.2	3.3	3.4	3.5
4. Assimilation	4.1	4.2	4.3	4.4	4.5

Figure 1: EIPOL Grid for Planning a comprehensive and built-in system of evaluation and monitoring

It may be noted that the EIPOL grid is basically a mental instrument for planning a comprehensive evaluation system that is closely connected with different phases of a given programme. It can also be used in identifying tools and techniques needed for different types of evaluation. Furthermore, it can be used for finding out the adequacy of a particular evaluation scheme being followed by a given country and identifying any gaps. Thus, this generalized grid can serve various purposes in the process of designing and implementing an effective system of evaluation and monitoring.

IV. SOME OPERATIONAL ASPECTS

Several conceptual features including the definitions of evaluation and monitoring, identification of the scope of a comprehensive evaluation system and construction of the EIPOL grid, as briefly stated in the previous section should guide us in developing an operational plan of evaluation and monitoring. To move further in this direction, some suggestions are presented in this section.

In order to plan and implement a built-in evaluation system there should be a unit for evaluation and monitoring at the national level as an integral part of the staff for the programmes of literacy, post-literacy and continuing education. There should also be an appropriate arrangement at the sub-national and local levels such that specific responsibilities concerning evaluation work are assigned to different categories of literacy workers based on different components of evaluation suggested subsequently in this paper. Needless to state that arrangements for the proper training of these personnel, co-ordination of evaluation work with other activities of the entire project or programme, and such other prerequisites must be adequately taken care of.

The evaluation unit together with other planners and administrators, and in consultation with a wide cross-section of personnel concerned, should undertake the task of preparing an evaluation plan. To ensure that the evaluation scheme is truly comprehensive in nature, and results in a built-in and development-oriented process, the following six major components or areas of evaluation are suggested. These components are inter-related and may be broken down into a smaller number of components or may be divided further adding a couple of other aspects. But basically, it is important to identify concrete areas of evaluation for developing a systematic and workable design. The suggested areas of evaluation are:

(i) Appraisal of the policy and plan of the entire programme.

(ii) Appraisal of the administrative and institutional organization.

(iii) Curriculum evaluation (content, learning materials, methods and training) for quality control.

(iv) Learner evaluation (formative, summative and self-evaluation).

(v) Progress monitoring of programme implementation.

(vi) Appraisal of the larger impact and long-range effects.

It is beyond the scope of this paper to give an exhaustive treatment to these areas. Therefore only a few remarks are given under each of them. Before doing so, the relationship of these operational areas of evaluation with the EIPOL grid is shown in Figure 2. The relationships are indicated by (x) and (xx), the latter showing more intimate relationship. To understand this figure, it is necessary to refer to Figure 1.

Areas of evaluation	Stages of a programme	Dimensions of evaluation				
		E	I	P	O	L
1. Appraisal of the policy and plan	Pre-planning and planning stages	XX	X	•	•	•
2. Appraisal of the administrative and institutional organization	Planning and implementation stages	•	XX	X	•	•
3. Curriculum evaluation	Planning and implementation stages	•	X	XX	•	•
4. Progress monitoring	Planning and implementation stages	•	XX	XX	X	•
5. Learner evaluation	Implementation and assimilation stages	•	•	X	XX	X
6. Impact evaluation	Assimilation and recycling stages	•	•	•	X	XX

Figure 2: Relationship between six areas of evaluation with the EIPOL Grid

A. APPRAISAL OF THE POLICY AND PLAN OF THE ENTIRE PROGRAMME

At this stage evaluation procedures should be utilized for the diagnosis of the learners' needs and the overall environmental context; assessment of priorities, resources and the political support; and clarity and comprehensiveness of the policy for literacy and post-literacy programmes. Similarly, the plan itself should be evaluated by adopting suitable criteria such as adequacy, clarity, efficacy, flexibility, participation, arrangement for periodical review and modification, and so forth.

B. APPRAISAL OF THE ADMINISTRATIVE AND INSTITUTIONAL ORGANIZATION

The overall management structure and process play a very significant role in determining the success of any educational programme. It is more so in the case of literacy and post-literacy programmes on account of the wider age-range of their beneficiaries, a variety of socio-economic problems being faced by them, the size and diffused nature of the target population, nonformal and informal types of learning arrangements needed for these programmes, and the inter-sectoral co-operation (e.g. agriculture ministry, health department, rural banks) to be sought for serving both educational and developmental goals of these programmes.

The management structure and processes control to a large extent the in-put and process variables including financial resources which, in turn, influence immediate outcomes and long-range effects of the literacy and post-literacy activities. Therefore, periodical comprehensive reviews should be conducted in order to check the adequacy and feasibility of the overall administrative infrastructure, horizontal and vertical articulation and communication among its parts, and several other similar aspects.

In addition, the administrative and financial functions should be properly monitored under the scheme of progress monitoring.

C. CURRICULUM EVALUATION

In the past two decades, curriculum evaluation has developed into a systematic field of study and application. It includes techniques of formative and summative evaluation of the content, materials and methods of learning for controlling the quality of learning outcomes.

The question of quality control is of special concern in the programmes of literacy, post-literacy and continuing education on account of the nonformal and informal character of the programmes and many other factors. Therefore, curriculum evaluation is all the more relevant and significant for these programmes and should form an important part of their comprehensive evaluation system.

Curriculum evaluation is development-oriented in nature. Its purpose is to test draft textbooks, workbooks, supplementary reading books and other learning materials of literacy and post-literacy programmes, on a small group of learners in order to improve the effectiveness of these learning aids and their corresponding delivery systems through suitable methods and media. Before the textbooks and other learning materials are put to use on a large scale, they are pre-tested by using the methods of formative and summative evaluation. Through these pre-testing and post-testing devices, the instructional quality and pedagogical value of textbooks and other learning materials is maximized for the benefit of learners as well as for teachers to control the quality of learning outcomes.

As a result of one or more small-scale tests, the language level of the learning materials, presentation and organization of the content, clarity and communicability of illustrations, and other pedagogical as well as physical aspects of the instructional aids, are improved in a systematic manner before they are mass produced. Ideally, this should be done on an empirical basis. But if this is not possible to do so, on account of some limiting factors, the draft textbooks and such other instructional aids must be checked in a more qualitative and less formal manner with the help of a small group of learners, experienced teachers, and specialists in curriculum and instructional methods. This may be done through discussion and dialogue, observation, interviews and informal testing as appropriate for the purpose of diagnosing the strengths and weaknesses of these materials and perfecting them as much as possible before producing and distributing them on a large scale.

In brief, suitable techniques of try-out and pre-testing of the learning materials should be chosen according to local circumstances, but some sort of evaluation of these materials is extremely important to build a satisfactory level of quality in them for the benefit of the potential learners. As such, curriculum evaluation should form an essential part of the overall evaluation plan. Some countries such as Brazil, Tanzania and Thailand have already utilized this area of evaluation with great profit.

D. PROGRESS MONITORING

As stated in the previous section, monitoring is a part of a comprehensive and development-oriented system of evaluation. It involves a process of observing the progress of different components of a given programme in order to identify barriers and bottle-necks, if any, so that timely corrective measures are taken. For a successful implementation of large-scale and nonformal programmes like those of literacy, post-literacy and further education, the scheme of progress monitoring is very necessary.

In operational terms, some of the major steps involved in progress monitoring are as follows:

1. Selection of critical variables pertaining to inputs, processes and outcomes that are critical for the progress of implementing the programme

Given below are some illustrations of input and process variables as well as outcome variables that may be monitored:

Enrolment.

Attendance.

Attendance of special groups such as women, tribal people, those who are above the age of 30, etc..

Timely preparation and production of textbooks and other materials, and distributing them in adequate quantities to the Adult Education Centres.

Periodical replenishment of library books for neo-literates.

Punctuality in printing and distribution of newspapers for neo-literates.

Timely appointment of instructors, supervisors, etc..

Regularity in the payment of their monthly honoraria or salaries and in providing contingency funds to buy kerosene for evening classes, etc..

Provision for the initial and recurrent training of instructors and other functionaries, and for the quality of training.

Regularity of instructors in running the learning centres and consistency in the quality of their work.

Number of learners completing successfully each year the basic literacy stage of learning, post-literacy studies, correspondence courses, vocational courses, etc..

Holding of the meetings of national, sub-national and local advisory boards or committees.

These are listed here only as examples to clarify the first step in designing a monitoring system. Each country should identify critical variables for monitoring according to the nature and scope of their programmes. They should, however, not be too many in number and only the more critical ones should be selected to keep the monitoring work manageable.

2. Identification of different levels at which these variables are to be monitored under different functions.

It may be noted that the critical variables, listed above as examples, belong to different types of functions. For facilitating the monitoring work, the functions may be classified as:

Financial.

Administrative.

Academic.

Furthermore, these variables operate at different levels of the vertical structure established for implementing the programme. For instance, in India, where monitoring has been introduced in the literacy programme, six levels of functioning are identified as follows:

National level functions

State level functions including the State Resource Centres

District level functions

Project level functions

Supervisor level functions

Functions at the level of the local adult literacy centre and its instructor

These two types of classification - functions and levels - is necessary to decide which variable will be monitored at which level and by which functionary and who will be responsible for taking corrective measures. For this purpose a two dimensional chart of functions and levels as given in Figure 3 becomes a useful tool.

Function Types / Level of operation	1. Financial	2. Administration	3. Academic
1. National	1.1	1.2	1.3
2. State	2.1	2.2	2.3
3. District	3.1	3.2	3.3
4. Project Unit	4.1	4.2	4.3
5. Supervisor	5.1	5.2	5.3
6. Instructor and the Adult Education Centre	6.1	6.2	6.3

Figure 3: A Chart for deciding the monitoring of different functions at different levels of operation
(Example based on a vertical structure for literacy programmes in India)

It may be noted from this Figure that different variables can be allocated to one or more cells and the point of collecting data and the functionaries responsible for consolidating and analyzing data for taking corrective measures as necessary can be clearly identified. This particular step has therefore a great operational significance in designing a monitoring system.

3. Determining the periodicity of data collection

Monitoring is a process of observing the progress of a programme periodically and for taking timely corrective measures. Therefore, it is necessary to determine the periodicity of collecting data concerning each of the selected variables, either individually or in their clusters. The periodicity may also vary with levels. Regarding attendance, for example, the instructor will collect data on a daily basis at the level of the Adult Education Centre (cells 6.2 and 6.3 in Figure 3). But the project unit may collect it every month and take necessary corrective measures where necessary with the help of the supervisor or the advisory committee of the local community. However, the attendance data may be collected and used only twice a year at the national level (cell 1.2). A word of caution is called for at this stage. The periodicity of collecting data should not be too frequent, otherwise the workload of different functionaries becomes unduly heavy, irregularities in data collection increases, and the collected information is not analyzed and utilized in time for taking corrective measures. In consequence, the very purpose of monitoring is vitiated. Thus, any undue zeal on the part of the planners of a monitoring scheme needs to be checked. A pilot try-out is required to take appropriate decisions regarding the periodicity and other such aspects of data collection.

4. Procedures for data collection, analysis and use of monitoring

Appropriate forms should be designed, tried out and finalized as instruments for data collection according to the nature of variables and the level from which data are to be obtained (as may be seen from Figure 3). Some countries like Botswana and India have already worked out the forms, questionnaires and related procedures for data analysis and the use of the information for progress monitoring.

Here again it should be seen that the work does not become too heavy, cumbersome or ritualistic. In some situations, collection of oral information becomes not only less time consuming but also more valid as some information is not put on paper for understandable reasons. This system is more functional in those cultures which have a long tradition of oral communication rather than a written one.

5. Taking corrective measures in time

This is the most crucial element of a successful monitoring system. It is this element which differentiates monitoring from a typical programme of periodical statistical surveys or from a classical inspection system. Unless the barriers and bottle-necks are identified and appropriate corrective measures immediately taken, the objectives of monitoring will not be served and the whole programme will become wasteful and burdensome. Therefore, this particular step should be properly planned and executed in the overall scheme of monitoring literacy and post-literacy programmes. under certain assumptions. However, by using certain simpler techniques also, a reasonably good understanding and insight can be obtained regarding the impact.

One of the requirements for planning impact evaluation is to identify certain evaluative criteria in the form of expected impact outcomes (corresponding to the expected learning outcomes in the case of achievement evaluation) such as (i) greater self-confidence; (ii) increased participation in the community and civic affairs; (iii) improvement in productivity and income; (iv) greater use of available services such as rural banking, postal services or agricultural extension; (v) increased concern about the education of one's children; (vi) greater awareness about the social and economic issues; etc.

In order to get evidence about these and other such evaluative criteria or indicators, certain qualitative or quantitative assessment techniques may be adopted. For example, tracer studies may be carried out by following a group of neo-literates for three to five years and by collecting evidence about their further learning as well as application of learning in different domains of life. Also, comprehensive reviews may be carried out from time to time using the interview and observation techniques. Such reviews may not be just for the impact evaluation but also for other relevant components of comprehensive evaluation discussed earlier. Similarly, in-depth studies of selected individuals and the collecting of anecdotal reports from them through extended dialogues may also provide a reasonably good understanding about the impact of literacy and post-literacy programmes, and necessary insights for modifying them for better results.

E. LEARNER EVALUATION

This is the most common area of evaluation included in almost all literacy programmes throughout the world and therefore it is not intended to elaborate on it in this paper. Only a few remarks are added:

(i) A great amount of innovative work has been done by different countries in this field during the past few decades of the literacy movement. If arrangements are made to exchange these experiences, the planning and development of learner evaluation will become yet more effective

(ii) Self-evaluation by adult learners should be more emphasized, and plans should be made to enable and encourage the learners to carry out continuous self-evaluation of their educational progress for better development. Experiments carried out in some countries like Mali, Niger and Togo are of great interest in this respect. Similarly, participatory evaluation by the learning group as a whole should be more emphasized.

(iii) Learner evaluation in the programmes of post-literacy and continuing education should be included in a suitable manner in an overall evaluation design. Much of this should be self-evaluation or participatory evaluation, but in some cases a formal and award-bearing evaluation may become necessary for practical purposes.

(iv) The questions of certification and grade-equivalence should likewise be included as a part of a comprehensive evaluation plan.

F. IMPACT EVALUATION

The term impact refers to both immediate and long-range effects of the programmes of literacy, post-literacy and continuing education on the personal, social and vocational development of the individuals and their collectives, especially their families and the local community. It thus refers to the results of these programmes beyond the learning outcomes or educational achievement, and on to the larger areas of socio-economic development and quality of life. Since such effects of literacy and further education programmes cannot be isolated from other similar influences in the society, the impact evaluation becomes rather difficult. There are some statistical techniques which can be meaningfully employed for this purpose

V. IN CONCLUSION

It may be observed that a number of conceptual and operational aspects have to be taken into account in designing a comprehensive, built-in and development-oriented system of evaluation as an integral part of the plans for literacy and post-literacy programmes. It is not necessary to include all components of evaluation and monitoring at a time. Depending on the local circumstances a feasible and reasonably comprehensive evaluation plan should be worked out and further developed in a phased manner. But without a systematic and multi-dimensional design, the potentiality of evaluation and monitoring as a tool for development and improvement of the programmes is not harnessed adequately. What is more, certain areas of evaluation such as curriculum evaluation or impact evaluation, are totally neglected if a comprehensive evaluation design is not prepared in a systematic manner. As a result, the policy-makers, planners and practitioners remain in the dark as regards the quality of learning outcomes, and their long-range effects on the individual and the society, despite the fact that the programmes of literacy and post-literacy are carried out by developing countries with great sacrifice of money and manpower.

In order to achieve the goals of planning and implementing well developed evaluation designs, there is a need to create forums for the exchange of ideas and experiences and for mutual training and enrichment among key personnel responsible for literacy and post-literacy education. Such mutual orientation programmes will help in improving substantially the evaluation component of the literacy and further education programmes. Also, more specialized training for the personnel working in the evaluation units of these projects is essential.

Finally, when implementing any evaluation scheme the quality and feasibility of the scheme itself should be observed in order to ascertain from time to time that it does not become mechanical and ritualistic, that its spirit as a device to obtain illumination and insight into the vital processes of management and pedagogy is not lost, and that it continues to remain genuinely improvement-oriented. In other words, the task of evaluation of the evaluation scheme itself should not be lost sight of.

References

1. Bordia, A., Issues in Planning of Post-literacy Programmes, Hamburg, Unesco Institute for Education, 1981.

2. Dave, R.H., "A Built-in System of Evaluation for Reform Projects and Programmes in Education," International Review of Education, in Vol.XXVI, No.4, pp.475-82. The Hague: Martinus Nijhoff, 1980.

2. Baseline Surveys

2.1 Problem Study Questionnaire

The Problem Study Questionnaire included here was designed for use with women in rural areas and is reproduced in M. Bazany, **Work-Oriented Adult Literacy in Iran: An Experiment, (Final Technical Report)**, Vol. III, Part IV.2, Work-Oriented Adult Literacy Project (WOALP) Esfahan/Iran 1973, pp 485-486.

The instrument was designed by the Iran project for use in interviews to collect information on vocational and specific related interests of rural women to be the basis for preparing need-based materials for use in family planning programmes.

PROBLEM STUDY QUESTIONNAIRE

(Rural Areas)

1. Name of the interviewed: First name:
2. Age:
3. Marital status: married - single - divorced - widowed
4. Number of children: males: females:
5. Literacy: can sign his name - can read the Quoran - read a little - read and write a little - read and write
6. Main occupation:
7. Where do you work (location):
8. How many hours per day do you work in this job:
9. Do you have any other work besides this job: yes - no
   If yes, what is it:
10. Where is it (location)?
11. How many hours per day do you work in this job:
12. Are you interested in participating in any literacy class: yes - no
13. Do you think you will be able to spare time to attend such a literacy class: yes - no
14. **If interested**, what time of day would be most suitable for you:
15. If besides literacy some technical (vocational) skills would be taught, what skills would you be interested in: (e.g. modern agricultural techniques, cattle husbandry, poultry, welding etc.)
16. For what reasons would you like to learn these skills (the skills that the interviewee has indicated):
17. Do you think there is any other job in which you might earn more money: yes - no
18. **If yes**, what type of job is it:
19: Do you plan to change your present job in the future: yes - no
20. **If yes**, what type of job would you go to (take up):
21. Why do you want to change your present job?
22. If some classes for men would be opened in your village, do you think the villagers would be interested: yes - no - don't know
23. If some classes for women should be opened in your village, do you think the women would be interested: yes - no
24. What kind of skills do you think should be taught to the villagers:
    For men: For women:
    If interviewee is married:
25. How many of your children are going to school:
    If answer is "none", why:
26. Is your wife literate: illiterate:
27. If your wife is not literate, are you interested in sending her to a literacy class: yes - no Why?
28. If besides literacy, some skills are taught, what skills do you think your wife should learn:
29. Do you think your wife herself would be interested in learning literacy combined with practical skills: yes - no
    If interviewee is a farmer:
30. How much land do you own (in hectares):
31. How many plots do you have:
32. How much land do you actually cultivate:
33. How often do you usually plant and harvest per year:
34. What crops are you growing:

Type	Amount of hectares used
1	
2	
3	
4	
5	
6	

35. Where do you sell your harvest:

2.2 Initial Survey Instrument Scheme for the 15-25 Age Group

The following initial survey instrument is extracted from **Nonformal Education: Preparatory Work for the Implementation of the Scheme for the 15-25 Age Group** published by the Directorate of Nonformal (Adult) Education, Ministry of Education and Social Welfare, New Delhi/India, April 1976.

The schedule is only illustrative but is suggested as a useful instrument for collecting information on such items as basic data about the area covered under the programme, about the profile of youth in the area in the age group 15-25 and about local resources that could be used in developing programmes of nonformal education.

TENTATIVE SCHEDULE FOR THE INITIAL SURVEY OF THE AREA WHERE NONFORMAL EDUCATION PROGRAMME IS TO BE STARTED

A) Names of members of the Survey Team
B) Time taken in conducting the survey

I. Basic Data about the Area

Area covered under the programme

1. Name of the village/city
2. Name of the district/block
3. Name of Colony
4. Locality
   - Rural
   - Urban
   - Sub-urban
   - Urban slum
5. Name of nearest towns
6. Means of transport available
7. Whether the area is electrified or not?
8. Total population in the area (as per 1971 Census)

Men	Women	Children (under 15)

9. Population in the age-group 15-25

Men	Women

10. Position of literacy in the area

Female			Male		
Illiterate	Semiliterate	Literate	Illiterate	Semiliterate	Literate

11. Educational (Institutional) Facilities in the area
    - Primary School

- Middle School
- High or Higher Secondary Schools
- College
- Other Institutions
  (Polytechnic, industrial and
  commercial training institutions)

12. Other services/Facilities in the area

A
- Railway Station
- Bus Service
- Police Station
- Post Office
- Development Block
- Gram Panchayat
- Market
- Village level Worker
- Family Planning Clinic
- Hospital/Primary Health Centre/Clinic
- Bank/Cooperative
- Municipal Corporation

B
- Youth Club
- Voluntary Organisation
- Mahila Mandal
- Nehru Yuvak Kendra
- Charcha Mandal
- Radio Listening Group
- Baithak/Chaupal Groups
- Bhajan Mandals
- Special Women's Groups
- Others

13. Accessibility of the community to mass media Yes/No

- Radion Community set
- Library/reading room
- Newspaper/Periodicals
  (in regional language)
- Cinema Hall
- Visiting film/publicity Units

14. Significant events of socio-economic nature that occured in the last six months

- local elections
- health/agricultural/
  educational campaigns
- fairs/exhibitions/caravans
- floods/rains, famine, pests,
  epidemics
- any other event that is occupying
  the minds of the community

15. Cultural Activities/Talent in the area

- Folk art/music/dance
- Village dramas/Jatras etc.
- Local crafts
- Indigenous sports/games

16. Who are local elders or wise men who are consulted by the youth for advice concerning:

- occupation
- health
- family life
- civic and community responsibilities

17. What are the major social and cultural attitudes, as well as socio-political constraints and psychological hindrances and behaviours which stand in the way of changes wanted in the environment?

18. Indicate the outmoded and unscientific customs and traditions which reject new ideas
- Superstition
- Communal, caste and religious prejudices
- Irrational attitudes

19. What are the possibilities for generation of employment and training in the area?
- institutional
- non-institutional
- individual

20. Are there any ongoing development programmes in the area with which nonformal education programme can be linked?

21. Note the programmes already existing in the area for education/learning of adults

II. Profile of Youth in the area in the age-group 15-25

1. Literacy percentage in the age-group 15-25

Men	Women	Total

2. Educational Status of Youth (15-25)
(in absolute numbers)

	Men	Women
- Illiterate		
- Up to primary stage		
- Up to middle stage		
- Up to high school stage		
- Above high school		

3. Occupational status of the age-group 15-25

A. Men

- Land owners
- Landless labour
- Casual labour
- Employed in public or private service
- Industrial workers
- Craftsmen
- Unemployed
- Students
- Others

B. Women (age-group 15-25)

- Agricultural labour
- Industrial labour
- Casual labour
- Cottage Industries
  - part-time
  - full-time
- Service
  (teachers, nurses,
  midwives etc.)
- Housewives
- Students
- Others

4. What are the major problems perceived by the youth in the age-group 15-25 related to development/improvement in the area of

- health
- home and daily life
- civic and community responsibilities
- self-improvement
- any other

5. What measures do they visualise/suggest to overcome these problems?

6. What are some of the subject/problem areas in which youth would like to have

- the specific knowledge
- information
- skills
- practical experience

III. Resources in the area which could be utilised for nonformal education programme:

(1) Accommodation free of cost for holding sessions (for about 40 persons)

Yes/No

(2) If yes, collect the following details:

Place	Electric light	Water	Sanitary arrangement
1. School	Yes/No	Yes/No	Yes/No
2. Other public building	Yes/No	Yes/No	Yes/No
3. Private building	Yes/No	Yes/No	Yes/No
4. Any other (name of place)	Yes/No	Yes/No	Yes/No

(3) Note the availability of class room equipment

	Yes/No	Available from whom
- blackboard chalk/duster		
- table/chair		
- mats/dari		
- cupboard		
- maps/charts		

(4) Specify the audio-visual instructional aids available from ? institutions

Name of aids	available from whom
.....	.....
.....	.....
.....	.....
.....	.....

(5) Instructors/leaders for conducting nonformal education programmes: (their availability and willingness should be ascertained)

Number Name and Address

- Local primary school teachers
- Local secondary school teachers
- Educated and employed persons
- Educated unemployed persons
- Members of NSS of the nearest college/university
- Student volunteers
- Educated Women
- Voluntary organisation
- Retired persons/ex-servicemen
- Any other

(6) Indicate activities/services/facilities such as health, family planning, agriculture, rural development, cooperatives, small scale industries etc. which can be mobilised for the nonformal education programmes:

General Observations:

Vocabulary of approximately 500 or more usually and largely utilised words to be collected:

3. Management Information Systems

3.1 What is a Management Information System (MIS)?

H.S. Bhola

From:

H.S. Bhola, **Evaluation Planning, Evaluation Management and Utilization of Evaluation Results within Adult Literacy Campaigns, Programs and Projects**, German Foundation for International Development (DSE), Bonn 1982, pp 62-77.

MANAGEMENT INFORMATION SYSTEM (MIS)

In describing the needs for information in regard to the context of programs, their formation and implementation and feedback on their performance, we have been using the term evaluation in a generic sense. It should be clear, of course, that some of the answers to the questions listed above may be better answered by research than by evaluation (see the distinctions made in the earlier part of the paper). Also, some of the evaluations may be conducted as quick appraisals and through monitoring of the programs by actual visits or on the basis of periodical reports from the field.

All of the processes of research, evaluation, quick appraisals and monitoring can be helped by collecting and systematically organizing information routinely generated by and within the program. Such information can first be used in making everyday management decisions and then in evaluating effectiveness of decisions, actions and their consequences. Such a system of information is called a management information system (MIS).[1]

The talk of an MIS raises in some minds the image of powerful computors, programmed to do impossible things, spilling out miles and miles of print-outs with tables, schematas and graphs, telling us what

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[1]A distinction must be made between "program management" and "evaluation management." While there is an overlap between problems in the two enterprises and some of the strategies of management are common to both systems, their frames of reference differ significantly.

to do and thereby solving all our management problems. Nothing could be farther from the truth.

An MIS may have nothing to do with computors. It may be a manual system, that is, a set of tables and questionnaires filled at various points in time and files sequentially and systematically to provide us with serial data at various points in the life of a program. The MIS may indeed be of modest scope, collecting and storing data only on the most important variables impacting on the program. The data as stored may be in a disaggregated form and each time information is needed, data may have to be collated and fitted into a proper display. Whatever the size and scope or nature of an MIS, it will not do our thinking for us. It will not tell us what to do. It will only describe the program in its various aspects. We will have to take it up from there and interpret this information and make management decisions for the maximization of results within our particular value frame.

The Essential Nature of an MIS

The essence of designing an MIS is to make the program to leave its footprints behind so that one can always find out how big the foot is, where the program has been, and where it is going.

Too often in designing MIS's, literacy workers might make the error of collecting all possible numerical data but neglecting the collection of qualitative data as well as the "artifacts" of the program such as primers, graded books, teacher guides, teacher diaries, posters, photographs, etc. These kinds of data and evidence must not be neglected.

The following considerations must enter the design of an MIS:[1]

(i) Choice of units and entities where change will appear. Such units may be individuals (learners, teachers, community leaders), groups (literacy classes, women's clubs, discussion groups), institutions (health clinics, schools, rehabilitation centers), or communities or sub-cultures. Sometimes these may be physical entities, such as, primers, books, homes, fields, shops, wells, storage bins, etc.

(ii) Choice of indicators of change. Indicators or signs that signify change in already selected units and entities must be chosen next. These indicators may be attendance in literacy classes, absence from the factory for reasons of ill-health, purchase of consumer goods, rise in productivity, etc.

(iii) Economy in data collection. In designing an MIS one need not collect all possible data. Indeed only the minimum necessary information should become part of the MIS.

(iv) Selection of points for origination, successive aggregation and storage of data. It should be clear where data will originate, at what successive levels and points data will be aggregated and where it will be finally stored for possible retrieval and use in decision making. This will require that data collection and data aggregation duties of various role performers in the program system are clearly identified; and the logistics of the physical transfer of data are managed effectively.

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[1]Excerpted from H.S. Bhola, Evaluating Development Training Programs. Bonn, FRG: German Foundation for International Development, 1982. (Pages 88-89).

(v) Design of proformas, tabulations, report forms, etc. Simplicity and standardization of instruments for data collection and reporting are important for the successful implementation of an MIS.

(vi) Timing and flow of data. Monitoring fails if it is not time-sensitive. Data should move in time series according to a determined pattern of flow -- upwards, downwards and horizontally as required.

(vii) Data audit. Data audits are important to ensure that there is no misreporting of data and that the intent of various proformas in use in the MIS is well-understood.

(viii) Processing and feedback. The data collected at a particular level should be used to improve program decisions at that level before sending it upwards. When data is processed at the central level, or at one of the intermediate levels, feedback should be provided to all concerned. Only then can the total system grow in intelligence.

The Case of a Unesco Project

The Unesco Experimental World Literacy Program worked with a set of indicators that could usefully be examined by all those engaged in literacy evaluation. The Panel for the Evaluation of Experimental Literacy Projects, set up by Unesco in one of their meetings in Tehran, Iran, during September 1970, drew up a list, reproduced on the following pages, of eleven minimum and nineteen recommended indicators for use by the various projects.

LIST OF MINIMUM AND RECOMMENDED INDICATORS

I BASIC STATISTICAL INDICATORS

A. Quantitative aspects
   1. *Minimum indicators*
      1.1. Ratio of inscription in programme: Indicator is a ratio between the number of participants originally registered and number of places available.
      1.2. Rate of drop-outs
      1.3. Rate of attendance
      1.4. Time utilization: Indicator is a ratio between class sessions planned and actually held.
   2. *Recommended indicators*
      2.1. Rate of coverage: Indicator is a ratio between number of eligible clients and those actually covered in a programme.
      2.2. Rate of participation in final tests

B. Qualitative aspects
   1. *Minimum indicators*
      1.5. Literacy acquisition
      1.6. Acquisition of technical and professional knowledge
   2. *Recommended indicator*
      2.3. Acquisition of knowledge of socio-economic character

C. Degree of adoption of writing, reading and calculating
   1. *Minimum indicator*
      1.7. Use of writing ability
   2. *Recommended indicators*
      2.4. Use of reading ability
      2.5. Use of arithmetical ability

II INDICATORS PERTAINING TO ECONOMIC GROWTH AND DEVELOPMENT

A. Production
   1. *Minimum indicator*
      1.8. Increase in production per capita
   2. *Recommended indicators*
      2.6. Quality of products
      2.7. Selling price
      2.8. Price (per quantitative unit) of the elements entering the costs of production

B. Income—living standards
   1. *Minimum indicator*
      1.9. Increase in the number of durable goods and improvements contributing to the standard of living
   2. *Recommended indicator*
      2.9. Increase of net global monetary income of individuals

C. Production, servicing and transport equipment
   2. *Recommended indicator*
      2.10. Increase in equipment for production, servicing or transport (in programmes for small agricultural producers)

D. Socio-economic attitudes
   2. *Recommended indicator*
      2.11. Importance of changes in the domain of socio-economic attitudes and in the individual's role in society.

III ATTITUDES TOWARDS EDUCATION

1. *Minimum indicator*
   1.10. Rate of scholarization of participants' children: This is a ratio between the total number of children of school age and those actually attending school.
2. *Recommended indicator*
   2.12. Rate of interruption of schooling in participants' children: Ratio between the number of participants' children who interrupted their schooling and of interruptions in the total school-going population.

IV PROFESSIONAL COMPETENCE

2. *Recommended indicators*
   2.13. Adoption rate of recommended innovations
   2.14. Level of know-how in the fields covered by the programme
   2.15. Increase in desire for changes and technical innovations

V RELATION TOWARDS MEANS OF MASS COMMUNICATION

2. *Recommended indicators*
   2.16. Ownership of radios and television sets
   2.17. Preference for educational programmes

VI HEALTH, HYGIENE AND SAFETY

1. *Minimum indicator*
   1.11. Acquisition of knowledge of health, hygiene and safety around home
2. *Recommended indicator*
   2.18. Acquisition of knowledge of health, hygiene and safety in work settings

VII COSTS AND COST-BENEFIT ANALYSIS

2. *Recommended indicator*
   2.19. Per capita cost of functional literacy

Some features of this list of indicators should be noted. First, it emerged from Unesco's concept of functional literacy and the objectives of functional literacy programs in both rural and urban settings. A more generalized model of literacy in development would have led to a somewhat different set of indicators. Secondly, the emphasis seems to be on indicators of inputs and outputs. Outputs are viewed in terms of information and attitudes learned and an attempt is made to measure them

in terms of applications of the information learned and the impacts of such applications on the life and work of participants. Thirdly, indicators have been divided into two clusters -- minimum and recommended. The implication is that, while it might be advisable for a functional literacy project to use all of the thirty indicators suggested by the Unesco Panel, conditions will differ from program to program and from country to country, so that each project will have to develop its own evaluation policy. Fourthly, most of the indicators listed are not themselves directly observable and will have to be defined in terms of others that can be measured and weighed.

Back in 1971, the Literacy Division of Unesco, Paris was interested in developing a Management Information System (MIS) to cover all the eleven or so projects all over the world. Indiana University was contracted to provide the outlines of a system that could be later tested-in-use and installed at the headquarters in Paris.[1]

The skeleton of the Standardized Date Reporting System[2] (SDRS) suggested by the Indiana University team to Unesco, Paris is reproduced below for it should suggest to readers some interesting ideas about the establishment of MIS's within literacy projects of our current concern.

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[1]Professors H.S. Bhola and Michael Chiappetta of School of Education, Indiana University were in charge of the project at Indiana University. Late Dr. H.P. Saksena, then of Unesco Literacy Division, joined the team in Bloomington, Indiana for a short period of time. Faculties of Education, Psycholinguistics, Sociology and Economics at Indiana University also provided guidance and help.

[2]The project involving the development of the Standardized Data Reporting System (SDRS) is described briefly in Michael Chiappetta, "One Always Starts in the Middle: A Case Study Involving Unesco, Indiana University and Functional Literacy," Literacy Discussion, Fall 1974, pp. 351-372.

Table 1: Standardized Data Reporting on Functional Literacy Projects

STANDARDIZED DATA REPORTING
ON FUNCTIONAL LITERACY PROJECTS

Code

TABLE I

Project:
Programme:
Started: Ended:

Sub-project area:
Stage: Batch:
Life year of programme:

(1)	(2)	(3)	(4)	(5)	(6)			(7)		(8)		(9)	
					Cumulative Dropouts and Additions			Attendance		Group Time Utilization		Participants examined	
					(a)	(b)	(c)	(a)	(b)	(a)	(b)	(a)	(b)
Sex	Age	Estimate of potential participants	Number of places made available by the programme	Number of participants originally registered	Additions	Dropouts from originally registered participants	Dropouts from Additions	Maximum Attendance	Actual Attendance	Planned Sessions	Sessions actually held	Total number of participants tested	Originally registered tested

Table 2: Standardized Data Reporting on Functional Literacy Projects

STANDARDIZED DATA REPORTING
ON FUNCTIONAL LITERACY PROJECTS

TABLE IIa

Code

(10)	(11)	(12)	(13)				(14)			
			Reading				Writing			
Identification of groups	Sex	Age	Statistics	Test of significance	Critical Score / Value		Statistics	Test of significance	Critical Score / Value	
					P	F			P	F

Table 3: Standardized Data Reporting on Func'ional Literacy Projects

STANDARDIZED DATA REPORTING
ON FUNCTIONAL LITERACY PROJECTS

TABLE IIb

..de

(15)				(16)				(17)			
Elementary Arithmetic				Applied Arithmetic				Occupational/technical knowledge			
Statistics	Test of significance	Critical Score / Value		Statistics	Test of significance	Critical Score / Value		Statistics	Test of significance	Critical Score Value	
		P	F			P	F			P	F

Table 4: Standardized Data Reporting on Functional Literacy Projects

STANDARDIZED DATA REPORTING
ON FUNCTIONAL LITERACY PROJECTS

TABLE IIc

Code

(18)				(19)				(20)			
Socio-economic knowledge				Health, Hygiene and Nutrition				Any others (graphicacy, artistic designs)			
		Critical Score / Value				Critical Score / Value				Critical Score / Value	
		P	F			P	F			P	F

Table 5: Standardized Data Reporting on Functional Literacy Projects

STANDARDIZED DATA REPORTING
ON FUNCTIONAL LITERACY PROJECTS

TABLE III

Code

(21)	(22)	(23)	(24)					
			Attitudinal Changes					
Identification of groups	Sex	Age						

Table 6: Standardized Data Reporting on Functional Literacy Projects

STANDARDIZED DATA REPORTING
ON FUNCTIONAL LITERACY PROJECTS

TABLE IVa

Code

(25)	(26)	(27)	(28)	(29)																	
			Use of reading/writing	Adoption of recommended practices																	
Identification of groups	Sex	Age																			

Table 7: Standardized Data Reporting on Functional Literacy Projects

STANDARDIZED DATA REPORTING
ON FUNCTIONAL LITERACY PROJECTS

CODE

TABLE IVb

(30)		(31)		
Scholarization of children		Any other recommended indicators		
(a) Boys	(b) Girls			

Table 8: Standardized Data Reporting on Functional Literacy Projects

STANDARDIZED DATA REPORTING
ON FUNCTIONAL LITERACY PROJECTS

TABLE V

Code

(32)	(33)	(34)	(35)	(36)	(37)	(38)
Identification of groups	Sex	Age	Changes in production	Changes in number of durable goods	Changes in net global monetary income of individuals	Any others

Some remarks are in order in regard to the design of forms and tables for an MIS and for a program in general. First, the forms and tables must not be so complicated that field workers can not fill those forms and tables. At the same time, all forms and tables, howsoever simple, must be explained to future users in some sort of training sessions.

Second, the forms and tables used may collect both hard data and opinions, but the two must be clearly separated. One must not be allowed to be confused with the other.

Third, there should be provision for collation of data at each of the various levels of the program system. More importantly, this collation should be so organized that it compels understanding and use of data by program people handling the data.

Some of the forms and tables, at the end, may indeed ask the worker direct questions such as these: Is there something new and unexpected in the data that you will want us to note? Have you decided to make any adjustments or changes in your work on the basis of this information? What are those adjustments or changes?

3.2 The Management Information System of the Tanzania Literacy Campaign

Z.J. Mpogolo

A case study by Z.J. Mpogolo, Director, Department of Adult Education, Ministry of Education, Tanzania, for the **Zimbabwe Workshop on Designing a Management Information System**, December 1984.

1. BACKGROUND

In Tanzania adult education and indeed national literacy is regarded as an essential prerequisite of the mass mobilization for the national development. The policy of socialism and self-reliance has been clearly stipulated to highlight the need to provide education to all Tanzanian adults to prompt social and economic growth. Tanzania believes that through education man is made aware of his environment and his ability to change it in order to bring about development. Furthermore we believe that a literate person can easily be mobilized to adapt himself to new changes in his dynamic society.

After independence the urge for rapid social economic development was very much felt and the Party and the Government tried their best to mobilize people to achieve it. But these efforts proved fruitless due to a large number of illiterates among the adult population. This means that the earlier efforts to fight illiteracy had not been very effective. This situation could be attributed to several reasons. Some of these reasons are the lack of nationally defined policy and objectives for literacy, political backing, government commitment and coordination. In other words literacy was taken for its own sake.

Apart from the need of rapid economic and social development there was another development which for its successful implementation called for literacy work and adult education in general. This was the Arusha Declaration which mapped out a new course for economic and social development. Also the Declaration put much emphasis on equality and human development.

Faced with these challenges, the party in 1970 directed the Government to find means of educating the masses. It put much weight on the eradication of illiteracy using it as a means of achieving rapid development.

In order to implement the party directive the Government took the following steps. Firstly, it defined adult education policy and established a department responsible for all matters pertaining to adult education; these included production of materials and setting up of an administrative structure, training of personnel, planning of adult education programmes, monitoring and supervision.

In implementing its role the department created a structure that would ensure a smooth implementation of its function. At the National Headquarters, on ministerial level the department is divided into five sections, each of them assigned with specific responsibilities. Currently there are five sections, which can be summarised as follows:

Functional Literacy Section:

This section is entrusted with the following duties:

1. To prepare, supervise and coordinate literacy and post-literacy programmes.
2. To develop a curriculum for both literacy and post-literacy programmes.
3. To coordinate and supervise literacy supporting programmes.

Design and Coordination Section

This section deals with:
1. The planning and the coordination of the adult education activities in the country.
2. The preparation of the budget and estimates for running of the national adult education programmes.
3. The employment and transfers of adult education administrators and teachers.
4. The evaluation of the national adult education programmes.
5. The supplying of adult education equipment and materials in the country.

Workers' Education Section

This section is responsible for:
1. Workers' educational programmes in offices, factories, etc. in collaboration with the Department of Workers and Manpower Development.
2. The curricula development for workers' education.
3. The secondary education for the workers as well as the correspondence courses.
4. The organization of the certificate and diploma courses in adult education.
5. Keeping the statistics of workers' education in the country.

Folk Development Colleges Section

This section is responsible for:
1. Planning and coordinating all Folk Development Colleges in the country.
2. Staffing the Folk Development Colleges.
3. Budgeting for the recurrent and development expenditure for all Folk Development Colleges.
4. Research and evaluation of the Folk Development Colleges.

Adult Education Printing Press

This section is responsible for:
1. The printing of literacy and post-literacy books, zonal rural newspapers, visual aids and posters of adult education in the country.
2. Storage and distribution of learning and teaching materials to the regions.

Looking at the structure of the Directorate of Adult Education, it is obvious that the Ministry of Education is responsible for planning, coordinating and evaluating all adult education activities in the country. Other functions include curriculum development for literacy and post-literacy and the support of programmes and workers' education.

2. RESPONSIBILITY OF THE REGIONS

As already stated, the Ministry deals with the planning and the administration of adult education programmes at the national level. The regions have the power to plan, coordinate and implement literacy in their own regions. Among the duties pursued are:

(a) Census of adult learners:
The regions are supposed to collect and keep the records and the statistics of all literates and illiterates of both sexes within their regions.

(b) Establishment of literacy and post-literacy centres:
It is the duty of the regions to make sure that the literacy centres are established in accordance with the Ministry's policy. Moreover, the regions are also concerned with the establishment and the supervision of post-literacy supporting programmes.

(c) Distribution of equipment:
Printed and non-printed materials for adult education are distributed to the desired destination as soon as they are received by the regional headquarters. This is meant to enhance awareness and the effective implementation of the programmes.

3. DISTRICTS / DIVISIONS / WARDS

Each of these local levels carries out the duties of coordinating the census of adult learners, of establishing literacy and post-literacy centres, of distributing functional literacy reading and teaching materials and equipment, and of training literacy and post-literacy teachers.

4. VILLAGES

This is where the actual work of literacy and post-literacy is done physically by the literacy teachers who teach literacy and post-literacy. Primary school headteachers and heads of various institutions in the village carry out the supervision of classes which are conducted by the staff from their organizations. The smallest administration unit in each village is a cell which is composed to ten houses under a cell leader who is a party official. The cell leader has the responsibility of ensuring that all illeterate adults in his cell are enrolled and attend functional literacy and post-literacy classes. He is responsible for the actual counting of the population and for identifying illiterate and literate adults. He has to participate in the establishment of the literacy abd post-literacy centres and, where necessary, to participate in the construction of the building for the purpose.

5. STAFFING

There are regional, district, ward and centres coordinators.

a) Literacy Teachers

He can be a primary school or secondary school teacher, tutor of a college of national education, a government or institutional worker and a national service soldier or a primary school leaver living with parents in the village and having been trained to teach adults.

Duties

1. He should know all his learners by names and their households.
2. He should know the level of education of his learners and their daily progress.
3. He should respect and trust his learners.
4. He should know the education as well as personnel problems which confront his learners.
5. He should cultivate learning habits and atmosphere among his learners.
6. He should prepare lesson notes and deliver lessons as instructed in the learners' and teachers' guide.
7. He should maintain an admission and attendance register.
8. He should prepare and submit quarterly, semi-annual and annual reports.
9. He is the secretary and advisor of the class committee.
10. He should keep on learning through corresponding courses, seminars, rural libraries, radio, newspapers etc.
11. He should prepare a class time-table, together with his learners.
12. He should test the progress of the learners periodically.

b) Centre's Adult Education Coordinator:

He can be a headteacher of a primary or secondary school or a principal of college of national education , of a Folk Development College or of an institution or a head of an organization, factory, government or parastatal organization etc.

Duties:

1. He has to organize and coordinate all literacy and post-literacy activities.
2. He has to know the adult population in his area, the illiterate and literate adults and to arrange them according to their educational needs in terms of literacy and post-literacy.
3. He has to conduct weekend inservice training courses of non-professional literacy and post-literacy teachers in his area.
4. He has to receive and distribute reading and teaching materials and equipment.
5. He has to collect and keep statistics on literacy and post-literacy and submit them when required to do so.
6. He has to know all the teachers by name and their households as well as their educational background.
7. He has to keep and maintain admission registers.
8. He has to collaborate with party and government leaders in the mobilization of adult learners.
9. He has to ensure regular meetings of the centre's adult education committee and participate as adviser and secretary of the committee.
10. He has to prepare time-tables for the literacy and post-literacy classes in collaboration with the class teachers concerned.
11. He has to keep on learning through correspondence courses, seminars, rural libraries, radio, newspapers etc.
12. He has to visit literacy and post-literacy classes in his area and give on the spot advice to the literacy teachers as well as identify the material needs of the classes and distribute relevant materials.

c) Ward Adult Education Coordinator:

He is a full-time employee on adult education and has the follwing **duties**:

1. He has to organize and coordinate all adult education activities in his ward.
2. He has to ensure regular meetings of the ward adult education committee and act as an adviser and secretary of the area.
3. He has to conduct a weekend inservice training course for non-professional literacy and post-literacy teachers in the ward.
4. He has to collaborate with party and government leaders to mobilize adult learners as well as children for the universal primary education.
5. He has to prepare and submit quarterly, semi-annual or annual reports to the District Adult Education Coordinator.
6. He has to receive and distribute reading and teaching materials and equipment throughout the ward.
7. He has to visit literacy and post-literacy classes in his area and give on the spot advice to the literacy and post-literacy teachers as well as identify the material needs of the classes and distribute relevant materials.
8. He has to prepare a list and pay honoraria of TAS 60/= to non-professional literacy and post-literacy teachers.
9. He has to collect news and edit for the adult education zonal rural newspapers.
10. He is the link of all educational activities in his ward.

d) District Adult Education Coordinator:

He is a fulltime employee of adult education who has the following **duties**:

1. He has to organize and coordinate all adult education activities in his district-
2. He has to ensure regular meetings of the district adult education committee and act as an adviser and secretary of the same.
3. He has to conduct weekend inservice training courses for non-professional literacy and post-literacy teachers in the district.
4. He has to collaborate with party and government leaders to mobilize adult learners as well as children for the universal primary education.
5. He has to receive and distribute reading and teaching materials and equipment throughout the district.
6. He has to visit literacy and post-literacy classes in the district and give on the spot advice to the literacy and post-literacy teachers as well as identify the material needs of the classes and distribute relevant materials.
7. He has to prepare and submit to the Regional Adult Education Coordinator quarterly, semi-annual and annual reports.
8. He has to coordinate the preparation and payment of honoraria of TAS 60/= to non-professional literacy and post-literacy teachers.
9. He has to collect news and edit for the adult education zonal rural newspapers.
10. He is the link of all educational activities in the district.

e) Regional Adult Education Coordinator:

He is a fulltime employee of adult education who has the following **duties**:

1. He has to organize and coordinate all adult education activities in the region.
2. He has to ensure regular meetings of the regional adult education committee and act as the adviser and secretary of the same.

3. He has to collaborate with party and government leaders to mobilize adult learners as well as children for the universal primary education.
4. He has to receive and distribute reading and teaching materials and equipment throughout the region.
5. He has to visit literacy and post-literacy classes in his region, give on the spot advice to the literacy and post-literacy teachers as well as identify the material needs of the classes and distribute relevant materials.
6. He has to coordinate the preparation and payment of honoraria of TAS 60/= to non-professional literacy and post-literacy teachers.
7. He has to prepare and supervise the expenditure of the adult education budget in the region.
8. He has to organize and conduct celebrations for the adult education week from 1 - 8th September every year and ensure that all party and government leaders participate at various levels in the region.
9. He has to prepare and submit to the Directorate of Adult Education quarterly, semi-annual and annual reports.
10. He has to receive and follow up implementation of the advice of the adult education inspectors in the region.
11. He has to form and supervise the functioning of the regional adult education trainers' team which has the responsibility of coordinating literacy and post-literacy training courses in the region.
12. He has to advise the regional education officer on the appointment of ward, divisional and district adult education coordinators.

6. COORDINATION WITH OTHER SECTORS AT LOCAL LEVEL

At each administrative level the adult education coordinator are booked by a pending committee, a true symbol of cooperative work. The committee is also an expression of democracy reinforced by good experience and technical knowledge and national policy. Its composition is made of people's representatives, party members, heads of government, parastatals, commercial and religious institutions. Their duty is to coordinate the implementation of adult education in their areas and see that joint democratic decisions are passed on to the people they represent and are being carried out.

At the national level there is the National Advisory Committee on Adult Education.

There are adult education committees at the Regional, District, Ward and Village level.

The Regional and District Committees are chaired by the Regional and Area Commissioners respectively who are the embodiment of the government in their areas.

These committees at the lowest level are the best suited to solve people's problems on the spot and as such are the most useful in the execution of our adult education programmes. The management of the adult education programmes is channelled through the above mentioned administrative structure at all administrative levels i.e. regions, districts, divisions and wards. The following structures show the integration between political, administrative and educational systems and the ways in which the party leaders, party functionaries, administrators and the learners influence the implementation of adult education activities.

7. PARTY ADMINISTRATIVE STRUCTURE

National Party	) Annual conference
Chairman and Vice Party Chairman	) Final decision-making body
National Party	) National Party
Secretary General	) Executive Committees Executive organ of the Party
Regional Party Secretary	) Regional Annual Conference Regional Party Executive
Regional Party Secretary	) Committee Party decision-making Executive decisions at regional level
District Party Secretary	) District Annual Conference District Executive Committee Party decision-making Executive decisions at district level
Divisional Secretary Ward Secretary	) No Party sittings
Ward Secretary	) Ward Annual Conference Ward Party executive Committee Party decision-making Executive decisions at district level
Branch Secretary	) Branch Annual Conference
Village Party Branch	) Branch Executive Committee
Urban Ward Party Branch	) Party decision-making Executive
Work place Party Branch	) decisions at branch level
Ten Cell leader	) Monthly ten cell meetings The basic administrative and Executive Party Unit

8. GOVERNMENT ADMINISTRATIVE STRUCTURE

President and Vice President	) Parliament - legislative body
Prime Minister	) Cabinet Executive body
Regional Commissioner	) Regional Development Committee
Regional Development Director	) Administrative decision-making and implementation
Area Commissioner	) District Development and Planning Committee
District Executive Director	) Administrative decision-making and implementation
Divisional Secretary	) Extension officers management team Administrative decision-making and implementation
Ward Secretary	) Ward planning committee Administrative decision-making and implementation
Village Manager	) Village Government Administration, decision and implementation
Ten cell leader	) Monthly ten cell meetings the basic adminstrative and Executive Party Unit

9. EDUCATIONAL STRUCTURE FOR IMPLEMENTING ADULT EDUCATION ACTIVITIES

Ministry of Education	) National Advisory Committee on Education
Directorate of Adult Education	) Adult education sub-committee
Regional Education Officer	) Regional Adult Education Committee
Regional Adult Education Coordinator	) Permanent Trainers' Team Institute of Adult Education Resident tutor, workshop for adult education, follow-up reading materials
District Education Officer	) District Adult Education Committee
District Adult Education Coordinator	) District Permanent Trainers' Team Permanent Trainers' Team District Adult Education Inspectors
Ward Adult Education Coordinator	) Ward Adult Education Committee Permanent Trainers' Team Rural and Urban Ward libraries
Adult Class Committee Ujamaa Village	) Government Department Institutions and work places. Folk Development Colleges

THE EVALUATION AND MONITORING SYSTEM

1. EVALUATION

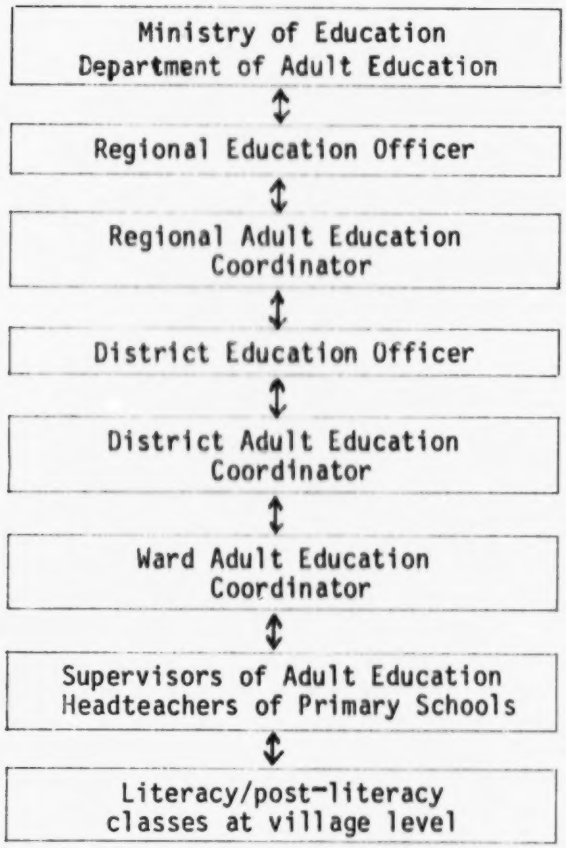
Tanzania puts great emphasis on evaluation and research for the belief that these are tools for increasing the effectiveness of literacy and post-literacy curricula and programmes. Both evaluation and research are ways of using scientific methods to improve practice. Their need in the literacy and post-literacy stages arise from the need for feedback which may be required at various levels of decision-making, planning and implementation of adult education activities in the country.

Evaluation and research findings are carried out to assist those concerned with planning and administration of adult education to make maximum achievement. In this way they can be able to assess the results of the programmes particulary at the end.

To implement this, the Directorate of Adult Education has a section of Design and Coordination in which evaluation and research are included. This section in collaboration with the Evaluation and Research Department at Mwanza National Literacy Centre is responsible for:

(a) Planning research and evaluation projects in the country.
(b) Planning evaluation activities for functional literacy tests, post-literacy education, Folk Development Colleges, Adult Education Centres, Radio Education, Rural Libraries, Rural Newspapers and for the whole literacy campaign.
(c) Conducting evaluation of literacy programmes on various aspects in the villages.
(d) Reading and analysing adult education reports from the regions.
(e) Preparing and writing evaluation results and disseminating them to those concerned.
(f) Preparing and conducting seminars/workshops for all those concerned with research and evaluation at district and regional levels.
(g) Participating in different seminars and workshops organized by the Directorate of Adult Education and the Mwanza National Literacy Centre.
(h) Suggesting research topics for students at the University of Dar es Salaam and Adult Education Diploma Course students at the Institute of Adult Education. Literacy programmes are organized on a nationwide basis, reports are forwarded to the literacy teachers, to the supervisors of literacy centres. The supervisors forward the reports through the adult education administrative structure in the ward until they eventually arrive at the Headquarters of the Ministry of Education either as regional or district reports.

Flow Chart for the Information on Literacy and Post-literacy Programmes in Tanzania



2. QUALITATIVE EVALUATION

The campaign to eradicate illiteracy in Tanzania started in 1970. The total number of illiterates who were to undergo literacy training was estimated to be 5.2 million. This was the figure obtained during the national population census in 1967. The cumulative recorded figure by Semptember 1975 was 5.86 million out of which 2.56 million or 44 % were males and 3.3 million or 56 % were females.

The assessment of the eradication of illiteracy was done through the national literacy tests which were administered in 1975, 1977, 1981 and 1983. A definition for literacy was established in 1974 to achieve a uniform criterion to be used nationally for the assessment of the National Literacy Campaign:

(a) A person is literate if he is able to read and write letters within the family, is able to locate streets, buildings, etc., observe danger warnings in the streets and at work, follow simple directions in many everyday situations, is able to read newspapers to keep records, is able to read "how to do it yourself" books, little books on better living, feeds, better ways of farming and so forth.

(b) An individual is literate when he has acquired the essential knowledge and skills which enable him to engage in all those activities in which literacy is required for effective functioning in his groups and arithmetic makes it possible for him to continue to use these skills towards his own and the community development.

(c) Adult literacy, an essential element in overall development, must be closely related to economic and social development priorities and to present future manpower needs. All efforts should therefore tend towards functional literacy. Rather than being an end in itself, literacy should be recorded as a way of preparing man for a social, civil and economic role that goes beyond the limits of rudimentary literacy training consisting **merely** in the teaching of reading and writing.

Being the very process of learning to achieve more information that can immediately be used to improve living standards reading and writing should lead not only to elementary general knowledge but to training for work, to increased productivity, to a greater participating in civic life and to a better understanding of the surrounding world, and it should immediately pave the way to basic human culture.

Four tests were administered in 1975, 1977, 1981 and 1983 and the results show that the illiteracy rate has been reduced from 69 % of the 1967 census to 15 %. There are 3,802,491 new literates who are products of the campaign.

Instruments used:

- reading test
- scoring sheet
- writing sheet
- arithmetic sheet
- summary sheet.

Literacy criteria applied:
According to the test results the participants were categorized at the following four levels of literacy:

Level I: Participants who have enrolled and at least attended 2/3 of the literacy sessions during each year of the campaign.

Level II: Participants who are qualified for level I who also have successfully passed one or both tests for the following sub-levels:
(1) They are able to recognize words and/or symbols and/or arithmetic signs including mental calculations.
(2) They are able to read a short, simple meaningful sentence, able to write a short, simple sentence, able to add and subtract one figure numbers.

Level III: Participants who are qualified for level II but also who have successfully passed one or both tests for the following sub-levels:
(1) They are able to read a short, simple meaningful sentence, able to write a short, simple sentence, able to add and subtract two figure numbers.
(2) They are able to read fluently a simple text, able to write a short, simple message, able to add and subtract three figure numbers, multiply two figure numbers and divide by one figure numbers.

Level IV: Participants who are qualified for level three but who are also able to read and write messages, to read newspapers to keep up with current happenings and obtain information, to read instruction books on better living, better food etc, to keep records and simple books of accounts of income and expenditure.

3. MANAGEMENT OF INFORMATION

The management of information is mainly accomplished through the quarterly and monthly reports and also by administering national literacy tests. This has made evaluation of the programmes an in-built component of the programme.

(a) **The Quarterly Reports:** Quarterly report forms have been constructed and distributed throughout the country for their application at ward level (an administrative unit lower than a District). The forms are meant to provide the following information:

(i) Number of illiterates
(ii) Attendances
(iii) Types and number of primers in use
(iv) Category and number of literacy teachers etc.

District Adult Education Coordinators in addition to their day to day administration of adult education activities, have been trained on how to collect and report the above information. The coordinators send the information to the Headquarters of the Ministry of Education and also the literacy centre for feedback purposes. The reports are processed immediately when they arrive at the headquarters.

(b) **Monthly Reports:** District and Regional Adult Education Coordinators send their monthly reports on the implementation of various literacy activities. The coordinators write on literacy activities going on. By this method, the headquarters are always informed of what goes on in the regions.

(c) **The Class Attendance Register:** The quarterly reports, and so forth, depend on the information collected from the literacy classes. A class attendance register is the tool used to collect data from a class. It includes the following elements:

(i) Name of the literacy class
(ii) Date the class started
(iii) Name of the literacy teacher
(iv) Type of the literacy teacher etc.

(d) **Field Visits:** The headquarters staff and regional district and ward staff pay regular visits to literacy centres for on the spot information of the literacy activities.
Other information: Information for literacy supporting programmes like radio education, rural libraries; special work-oriented programmes are obtained by the same method of distributing special forms to the adult education coordinators, of collecting the data required and sending it to the headquarters for data processing and analysis at national level.

Together with data generated through the analysis of the quarterly and monthly reports, the analysis of literacy tests have assisted in the formation of future literacy efforts as well as post-literacy activities and other follow-up activities. Through literacy tests there is the following information:

(i) Out of a total illiterate population (5.8 million) 3,802,491 are now literate through attending and learning literacy.
(ii) About 2,354,286 people are not yet literate but most of them have attained different levels of literacy, that is level I and level

II. With the help of that information, Tanzania is now continuing with the literacy activities for eradicating illiteracy of the remaining 2,354,286 people. Also Tanzania is engaged in post-literacy activities for 3,802,491 people who have attained literacy.

4. MONITORING

The Ministry ensures the implementation of adult education activities in the following ways:

(a) Visits

The Director of Adult Education, heads of sections, and other officers at the Ministry Headquarters, make regular visits in the regions to see the development and problems encountered in the implementation of the programmes.

(b) Participation and Training

Seminars and workshops are regularly held throughout the country whereby representatives from the Ministry, Institute of Adult Education and other institutions conduct seminars and workshops at different levels. In this way, they exchange ideas concerning the merits and demerits in the planning and implementation of adult education activities. More still the Ministry's policies and directives are clarified to the implementers who at the same time are given the feedback of the current situation of adult education in the regions.

(c) Annual Conferences

Annual conferences of district and regional coordinators and the Principals of Folk Development Colleges enable the Ministry to get the true picture of adult education programmes from the sole implementers. In such conferences, long discussions, reports and suggestions are given priority.

(d) Correspondence and Circulars

This type of the delivery system is used by the Ministry to channel the policies and directives to the regions. The feedback and information is channelled through correspondence. Moreover, the minutes of regional and district adult education committees are also sent to the Ministry.

(e) Competitions

Competitions are used as a motivation factor to encourage the adult learners to participate fully in the literacy campaign; such competition comprise:

(i) **The Literacy Flag:** This is competed by all regions once in six months. The winner has to fulfill all literacy activities in the region including complete quarterly and annual reports, statistics of classes, teachers and adult learners of both sexes, class attendance etc. The winner ist chosen by the National

Committee appointed for this purpose.

(ii) **Song Competition:** The song competitions begins from wards to districts to the regional level. Each winner in the region is the representative of that region in the national song competition. The winning songs in the regions are recorded by the radio educators from the Department of Adult Education and the Mwanza National Literacy Centre in collaboration with Radio Tanzania. There is a National Committee appointed to choose the first three winners who are awarded prizes accordingly.

(iii) **International Literacy Day**: 1st to 8th September every year, the International Literacy Day is celebrated throughout the country. Although the celebrations undergo a one day operation throughout the world, in Tanzania it takes the whole week reaching their climax on the 8th. Different activities take place to mark the day. These activities include fund raising, whereby the first three winner regions get prizes accordingly. Songs, sports, dances, exhibitions, demonstrations and public lectures etc also take place. Reports on the procedures of these celebrations from each region are sent to the Ministry immediately.

(f) Inspectors' Reports

In the newly established Inspectorate Directorate there is an adult education inspector of adult education in every zone and district. Those are supposed to inspect and report on all matters concerning the weak and strong points alike and make decisions and clarifications where necessary.

(g) Mass Media

Radios and newspapers have played a great part in publishing the literacy campaign. Also the Ministry gets a feedback from suggestions and criticism through the reader's forums of the zonal rural newspapers and the national newspapers "Daily News" and "Uhuru" in which individuals air their views. The Mwanza National Literacy Centre prepares and distributes feedback forms for all the programmes prepared which are filled by the radio listening group leaders after discussions and by the radio study groups immediately after the radio broadcast. These forms are accompanied by stamped envelopes bearing the address of the National Literacy Centre. The feedback is used for the preparation and improvement of future programmes.

(h) Research for Literacy Planning and Management

Before embarking on a programme, a thorough survey of resources available and required both in terms of capital and personnel is essential. A proper statistical information is also important to enhance a proper planning. The whole exercise implies a thorough visualization and prediction of the pros and cons including the ultimate success and failure of the desired programme.

(i) Priority Areas Identified for Research

In Tanzania, research is an essential tool in the national planning of all aspects of the national development. The Directorate of Adult Education has identified the following areas for research:

1. A study of participants in various types of adult education, characterictics, motives of attending, differences between rural and urban areas.

2. Research on problems of motivation; what are the real reasons for people to take part in adult education classes courses, discussion groups etc. To what extent does adult education provision satisfy these motives? How can knowledge of motives increase the effectiveness for teaching adults?

3. A study of teaching aids available for adult education and an analysis of their effectiveness for teaching adults.

4. A study of the effectiveness of adult education radio programmes, impact on attitude change, organization and working of radio study groups; provision of supplementary discussion materials and guides.

5. A study of rural libraries and their usage. A research on the effectiveness of rural newspapers and the adult education literacy page in the "Uhuru" newspaper.

(ii) Approach and Methods Used

In the carrying out of research for adult education programmes, different methods are applied:

- **Questionnaires**

  Questionnaires are prepared by the researchers and distributed to the population sample selected for the purpose. The participant is required to answer the given questions whether by putting a tick on the correct answer or filling in the answer. The researcher or research assistant has to ensure that all questionnaires are handed back for analyzation and report completion.

- **Interviews**

  The interview questions are either prepared and written or unprepared. A researcher can choose to interview one person at a time, he may record him or can get his information through conversing with individuals or a group of people. In this way he gets the desired information.

- **Reports**

  Most of the information is obtained through quarterly, monthly and annual reports. A researcher goes through all the reports and documents to extract the information he requires.

(iii) Utilization of Research results:

The research findings and recommendations reached by the researchers are of great use to the Directorate of Adult Education. Most of the recommendations help the Ministry in the implementation, rectification and improvement of adult education programmes. For example, in 1976 and 1977 the improvement in the distribution of rural newspapers and progress made in the formation of post-literacy groups are partly the direct results of the field observation visits and studies conducted.

THE TANZANIA MIS

Instruments Used *)

1. Admission Register

i.	Level used	literacy centre
ii.	Frequency	when learners enroll for literacy learning/post-literacy learning
iii.	Information	- registration number - date of registration - full names of participants - sex - age - occupation - name/address of cell leaders - progress of participant yearly - transfers to another centre/village/ward/district etc - date of departure - other information
iv.	Format	A booklet of 14 pages - easy distribution

2. Attendance Register

i.	Level used	literacy class/group
ii.	Frequency	every class session/demonstrations
iii.	Information	- name of the class - year - level/stage - centre - R/N of centre - ward/district/region - full name of participant - sex - age - dates of class/group sessions - total attendance - average attendance - primers/books used - supplementary readers - rural newspapers - acreage of demonstration plots - type of practical demonstration - other information

*) The forms in Suaheli can be obtained from:
Ministry of Education, Dept. of Adult Education, P.O.Box 9121,
Dar es Salaam/Tanzania

3. Quarterly/Monthly Reports/Forms

UMK	-	1	- reading
"	-	2	- writing
"	-	3	- arithmetic
"	-	4	- test results class/centre/ward/district
"	-	5	- test results region
"	-	6	- test results national level
"	-	7	- literacy
"	-	8	- post literacy

UMK 7 Quarterly Statistics for Functional Literacy Classes

i. Level used — centre/ward/district/region

ii. Frequency — monthly/ward/quarterly/district/region

iii. Information
- period
- district/region
- date
- signature of adult education co-ordinator

A. Enrolment
- ward/district/region
- expected by sex and total
- enrolled by sex and total
- unenrolled by sex and total

B. Achievement: Not yet tested
- centre/ward/district/region
- not yet tested by sex and total
- attending classes by sex and total
- not attending classes by sex and total

C. Achievement: Tested and levels attained
- centre/ward/district/region
- tested by sex and levels and total
- attending classes
- not attending by sex and levels and total

D. Materials Inventory
- number of participants by sex and total
- number of literacy classes
- number of participants per primer/book
- number of materials received - books, exercise-books, pencils, ball points, attendance register/ admission register etc.

F. Practical Demonstrations

- centre/ward/district/region
- total number of classes
- number of classes with demonstration plots
- number of acreage for demonstration plots
- agriculture, animal husbandry, fishing, home economics, carpentry
- income

UMK 8 Post-Literacy

Stages 5 and 6

i. Level - centre/ward/district/region

ii. Frequency - centre/ward/monthly/quarterly

iii. Information

A. Enrolment
- centre/ward/district/region
- expected by sex and total
- enrolled by sex and total
- unenrolled by sex and total

B. Achievement
- centre/ward/district/region
- expected by sex and total
- attendance by sex and total
- average attendance

C. Centres/classes/literacy teachers

- centre/ward/district/region
- type of teachers - primary school/secondary school/teacher training/students/civil servants/party cadres/parastatals/private sector/voluntary literacy teachers/others/total

NB.

i.	monthly progress reports	-	class/centre/ward
ii.	quarterly progress reports	-	district/region
iii.	annual progress reports	-	region
iv.	field visits	-	centre/ward/districts/region
v.	annual conferences	-	national
vi.	correspondence/circulars	-	national
vii.	inspectors reports	-	district/zonal
viii.	visitors' book		
ix.	competitions - flag		
x.	research/evaluation		

3.3 Guidelines for Monitoring the Malawi National Adult Literacy Programme

National Centre for Literacy and Adult Education, Ministry of Community Services, Lilongwe, revised version 1985.

The System was designed in workshops with professional and financial assistance of the German Foundation for International Development (DSE), Bonn.

Preface to the December 1983 Edition

Development of a mechanism for monitoring progress has been an important consideration for better management and improvement of the effectiveness of the Functional Literacy Programme. A series of measures were initially introduced on a trial basis in the Functional Literacy Programme for both finding out the shortcomings of programme operations and for providing appropriate action. With the experience gained it became necessary to review the mechanism and the instruments used for reporting data. A modified mechanism is being evolved to ensure that monitoring data become available to programme personnel with the least possible delay so that the insight they provide becomes an immediate input into programme and enhances its effectiveness. With a view to activise the system of monitoring the guidelines that follow are for reference and the use of all concerned with management and implementation of the Functional Literacy Programme.

Preface to the November 1985 Revised Edition

With the experiences gained with the first mechanism and instruments used for reporting data, it became necessary to review the system of monitoring in order to enhance the effectiveness of the programme when it turns into a national programme in 1986.

A few changes have been effected and the following are the major ones: the specimen of reporting forms to be used for monitoring are now given in six parts instead of five; consolidation of reports will be done at project area level, regional level and national level; new forms for consolidating reports at regional level have been devised. The guidelines that follow are for reference and the use of all concerned with management and implementation of the National Adult Literacy Programme.

FUNCTIONAL LITERACY PROGRAMME
THE SYSTEM OF MONITORING

The purpose of monitoring

A system of monitoring is an integral part of the management of a Functional Literacy Programme. The major purpose of monitoring is to provide feedback information to those implementing the programme at the grassroot level. The feed-back information received through the monitoring system should also enable the authorities concerned at the National Board of Literacy and Adult Education and the National Centre for Literacy and Adult Education in the Ministry of Community Services to re-examine their strategies in the light of operational problems and in view of the factors responsible for either facilitating or inhibiting the implementation of the programme.

What is to be monitored?

Data which need attention from the perspective of monitoring are those related to:

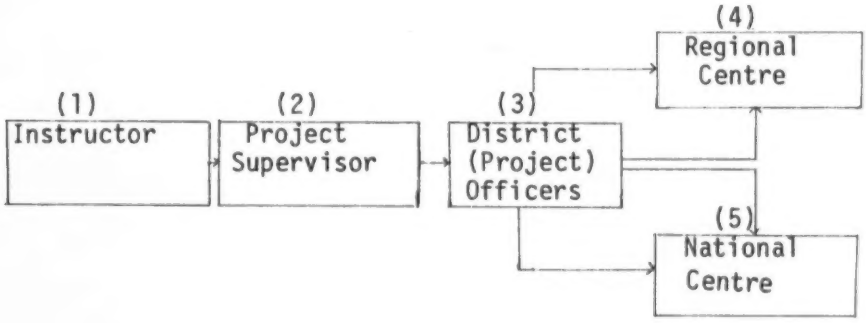
(a) the programme setting
(b) the learner participants
(c) the instructors
(d) the teaching-learning materials and supplies
(e) the process of teaching-learning, its duration, and time sequence
(f) logistics and supervision
(g) the linkages with development agencies and programmes
(h) outputs

The monitoring network

A Project Officer is responsible for planning and implementation of the Project at the district level. The Project Officer is assisted by a group of supervisors, each in charge of supervising 30 to 40 FLP classes in villages in close proximity. Each FLP class is conducted by an Instructor. There are separate classes for male and female groups of learner-participants. The reporting system and levels for monitoring coincide with the levels of administration responsible for implementing the programme. The reporting levels accordingly take into account the cooperative relationship and shared responsibilities of the personnel from the field to the national level.

The monitoring mechanism in this context is thus essentially based on efficient flow of two way communication as illustrated below:

A Monitoring and Reporting Net-Work



The chain of reporting starts from the Instructor who reports to the Supervisor. The Supervisor in turn reports to the Project Officer. The latter is expected to submit reports to the National Centre for Literacy and Adult Education and to the Regional Community Development Office.

The reporting system consists of the following instruments:

(a) FLP class Profile
(b) Instructor's Profile
(c) Initial or the first month report by the Instructor and chairman secretary of the village level Functional Literacy Committee.
(d) Monthly report by the Instructor and chairman/secretary of the village level Functional Literacy Committee.
(e) First month report of the supervisor to the Project Officer.
(f) Monthly report I by the supervisor to the Project Officer.
(g) Monthly report II by supervisor to the Project Officer.
(h) Monthly consolidated report by the Project Officer to the RCDO and the National Centre for Literacy and Adult Education.
(i) Monthly report by a partner agency or NGO to the National Centre for Literacy and Adult Education.
(j) Monthly consolidated report on the Functional Literacy Programme by the National Centre for Literacy and Adult Education for information and feed-back.
(k) Periodic and yearly report by the National Centre for Literacy and Adult Education for information, feed-back and documentation.

Monitoring in FLP is a continuing process. To ensure that the process of monitoring became a routine up to a point, a set of instruments necessary for the purpose were initially introduced. These have further been modified in the light of experience. In the case of information to be reported at the village level, it is important to involve, apart from the Instructor, members of the Functional Literacy Committee, who represent the community and have a direct interest in the programme. Such a joint exercise could result in an enhanced interest on the part of the community in the programmes. Monitoring should not, however, be entirely reduced to routine terms. Some provision therefore has to be made for a certain amount of monitoring to be done periodically in a fairly flexible and independent manner. Therefore, in addition to the routine monitoring the process is proposed to be further supplemented by actual field visits for data audit and on the spot periodic reviews of the programme by teams of officials from the the National Centre for Literacy and Adult Education as well as by personnel from other development agencies. It is hoped that the insight these data provide will become an immediate input in the programme and enhance its effectiveness.

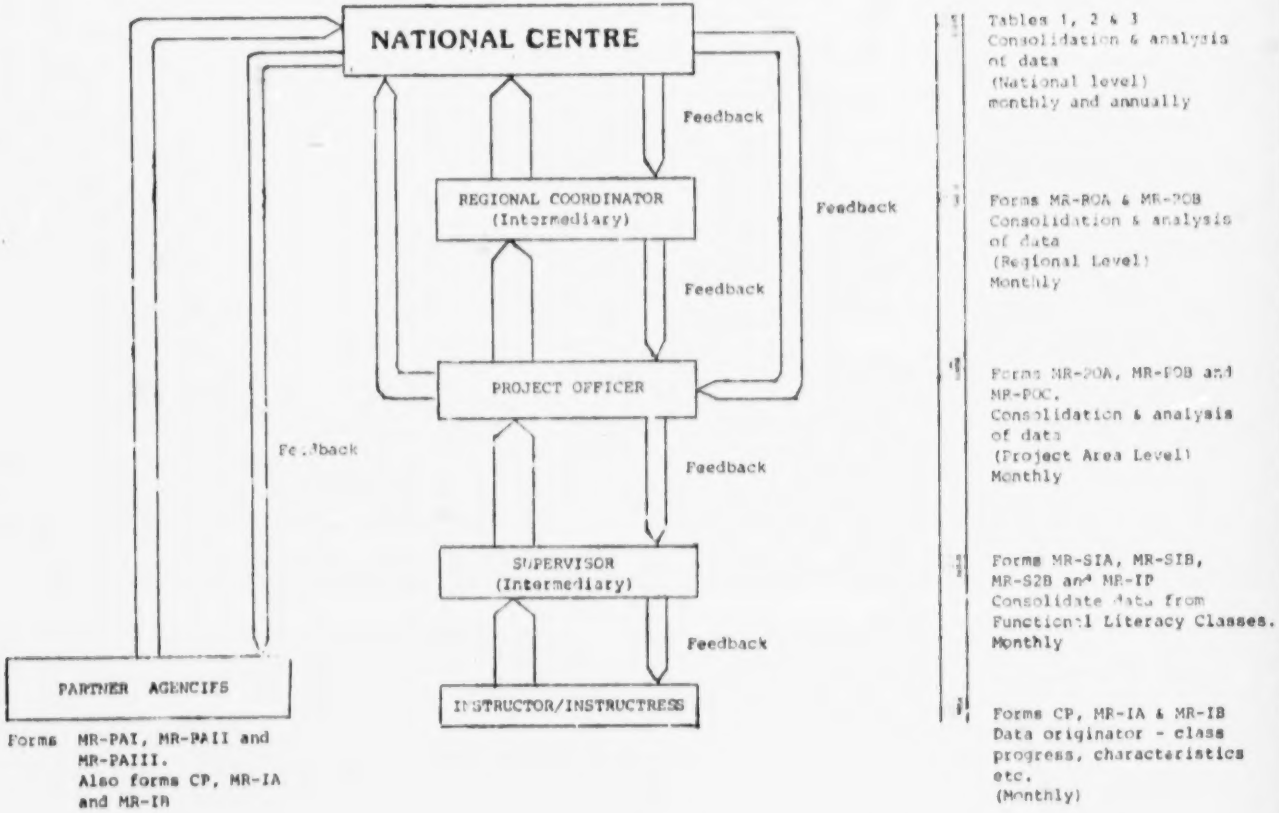
Reporting instruments for monitoring to be used by different personnel:

The forms and schedules herein are required to be used by personnel and partner agencies or NGOs involved at different levels for reporting monitoring data and by partner agencies or NGOs for reporting directly to the National Centre for Literacy and Adult Education. This will enable the National Centre to effect better coordination and consolidate the information at the national level. The guidelines for reporting indicated may be adhered to while furnishing the monitoring reports by all agencies engaged in running the Functional Literacy Class.

The specimen of Reporting Forms to be used for monitoring are given in six parts with separate guidelines and codes as explained below:

Part	Personnel/Development Agency		Code Used
I	For Instructor	- The FLP Class Profile and Progress cum Attendance Record	CP
		- The first month report on the FLP Class	MR-1A
		- The Monthly Report	MR-1B
II	For Supervisor	- The first month (or initial) report	MR-S1A
		- The Monthly Report I	MR-S1B
		- The Monthly Report II	MR-S2B
		- Instructors Profile	MR-IP
III	For Project Officer	- Monthly Report	MR-POA
		- Monthly Report	MR-POB
		- Training Activities	MR-POC
IV	For Regional Comm. Dev. Officer	- Monthly Report	MR-ROA
		- Equipment received	MR-ROB
V	For Partner Agencies	- First month report on the FLP Class	MR-PAI
		- Monthly Report I	MR-PAII
		- Monthly Report II	MR-PAIII
VI	For National Centre for Lit. & Adult Educ.	- (Summary Tables)	
		- Progress in Functional Literacy Programme (FLP) at the National level (annual summary)	Table 1
		- Progress in FLP at the Project Area level	Table 2
		- Training activities (annual summary)	Table 3

INFORMATION FLOW FOR MONITORING THE FUNCTIONAL LITERACY PROGRAMME



For the Instructor

PART I

REPORTING FORMS FOR MONITORING TO BE MAINTAINED, FILLED AND SUBMITTED BY THE INSTRUCTOR TO THE SUPERVISOR

Guidelines:

Please complete, maintain and submit.

(a) The FLP Class Profile cum Attendance Register (for CP).

(b) The first month report on the FLP Class in form MR-1A to be submitted to the Supervisor at the commencement of the Learning Sequence within first fortnight of the month.

(c) Monthly reports in form MR-1B to be submitted to supervisor every month within 5 days following the end of the month. The information should be based on the record maintained in the Class Profile cum Attendance Register.

- All the forms viz. CP, MR-1A und MR-1B should be signed by the Instructor as well as by the Chairman or Secretary of the Village Functional Literacy Committee.

- All visits to the FLP Class by the Supervisor, Extension Agents/Field Assistants, Members of the Functional Literacy Committee and others must be recorded in the Class Profile/Attendance Register, with remarks if any and date of visit etc.

CP

MALAWI GOVERNMENT

Functional Literacy Programme

Attendance Register and Class Profile

Name of school ..... Village .....

Traditional Authority ..... District .....

Group ..... Male ..... Female ..... Male/Female .....

Name of Instructor ..... Name of Supervisor .....

Date of start of classes ..... Date of learner assessment .....

Days classes held ..... Place where class held: at a school/ church/under a tree/other (mention)

.....

FUNCTIONAL LITERACY PROGRAMME

Some important points to note at the Literacy Centre

Record of candidates:

(a) Years: Most learners do not know their ages/year of birth. For such people you will have just to guess their ages cg 18, 20, 25 or 45.

(b) Education: If their are some candidates who have ever attended school ask them how long they have done so. Record how many years they have attended school. If they have never gone to school before write NIL.

(c) Occupation: The occupation could be a self employed farmer (SF), progressive farmer (PF), fisherman (FI), watchman (B), house wife (HW) or other. Record accordingly.

Class Register:

Record the date and chapter being covered above.
If a learner was present on the date record (P) against his/her name. If he/she is absent indicate the reasons. The following guidelines will assist you:

P = present
S = sick
W = absent because of household choses, has gone to the grinding mill, or other
D = is absent because of a funeral
F = is absent because of traditional dances, feasts, or other traditional rituals
O = other reasons such as rain, or others.

VILLAGE PROFILE

1. Number of people in the village male .....

   female .....

   total .....

2. Illiterates aged 15 years + male .....

   female .....

   total .....

3. Crops grown in the area (according to importance)

   (i) .....
   (ii) .....

   (iii) .....

   (iv) .....

4. Other occupations in the village:

   farming (farming animals) yes/no
   fishing yes/no
   others (name) .....

5. Extension agents paying visits to your village:

   Agriculture extension agents .....
   Health extension agents .....
   Home economics extension agents .....
   Others .....

6. Development activities in the village (name)

   .....

7. Number of classes in the village .....

8. Number of learners male .....

   female .....

9. Village Literacy Committee (if present): list members

   .....

   .....

   How many of these have attended literacy classes: ...

10. Literature/books found in the village:

	yes	no
Boma Lathu (newspaper)	.....	.....
farmers' magazine	.....	.....
Malawi News	.....	.....
Odini (newspaper)	.....	.....
others (name)		

11. Number of radios in the village:

Donated by the Government: .....
Owned by people: .....

ATTENDANCE REGISTER

Month: ..... Year: .....

Number of learners at the beginning of the month: .....

Number of lessons taught .....

Date class held																			Number of days learners attended classes	Number of learners tested
Lesson																				
Names of learners																				

Attendance Register continued

Date class held																						
Lesson																						
Names of Learners																					No. of days Learners attended classes	No. tested
Total																					Average attendance	
Number of learners who absented the whole month																						
Number of absentees according to reasons S..... W..... D..... F..... O.....																						

CLASS REGISTER

Name Mr./Mrs./Miss	Age	Occupation	Years attended formal school	Years attended literacy classes	(Your) Village

VISITORS AND MEETINGS HELD

Visitors to the Literacy Classes				Committee Meetings	
Date	Name of visitor/extension agent and occupation	What he taught/purpose of visit	Visual / Teaching Aids used	Date	What has been discussed / Recommendations

MR-1A

FUNCTIONAL LITERACY PROGRAMME

First Month Supplementary Report
(To be completed by instructor and submitted to Supervisor)

1. Village _____

2. Name of Instructor _____

3. Male class Female class Mixed class

4. Place where class held _____

5. Day class meets: Monday, Tuesday, Wednesday, Thursday, Friday

6. Date when class started: _____

7. Number of learners Female _____
   Male _____

8. Equipment received:

	Equipment	Amount	Date Received
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

9. Literacy Committee Chairman's Signature: _____

   Date: _____

10. Instructor's Signature: _____

    Date: _____

FUNCTIONAL LITERACY PROGRAMME

Monthly Report
(To be completed by Instructor and submitted to Supervisor)

1. At the end of the month of: _____ Year: _____
2. Village _____
3. Name of Instructor: _____
4. Group name _____
5. Number of learners at the end of the month: Male: ___ Female: ___
6. Total number of lessons held per month: _____
7. Number of learners who absented the whole month: Male: ___ Female: ___
8. Number of learners who discontinued: Male: ___ Female: ___
9. Average monthly attendance _____
10. Equipment required _____
11. Number of days supervisor visited class _____
12. Number of days extension agents visited class _____

    (a) Agriculture extension agent _____
    (b) Health extension agent _____
    (c) Home economics worker _____
    (d) Others (name)

13. Last lesson taught at the end of the month: _____
14. What was done to reduce learner drop-out? What was done to bring back drop-outs to the class? _____
15. Comments: _____
16. When was the last Honoraria paid: _____
17. Literacy Committee Chairman's comments: _____
18. Chairman's Signature: _____ Date: _____
19. Instructors Signature: _____ Date: _____

For Supervisor

PART II

REPORTING FORMS FOR MONITORING TO BE FILLED AND SUBMITTED BY THE SUPERVISOR TO THE PROJECT OFFICER

Guidelines:

The Supervisor should fill and submit to the Project Officer the following reports:

(a) The first month (or initial) report on Form MR-S1A. He should prepare 2 copies, one for submission to the Project Officer and one for his own record. This report should be based on information reported by Instructors on Form MR-1A. It should be sent to the Project Officer within three weeks of the start of the learning sequence.

(b) Monthly Report I in Form MR-S1B within the fortnight following the end of each month. One copy should be submitted to the Project Officer and one copy returned for his record by the Supervisor.

(c) Monthly Report II in Form MR-S2 within the fortnight following the end of each month.

(d) Instructors/Instructresses Profile in Form MR-IP to be submitted within the first month of commencement of the learning sequence to the Project Officer and a copy thereof retained by the Supervisor for his own record.

The Supervisor must sign and record his comments when he visits FLP Class in the Classes Profile/Attendance Register maintained by the Instructors/Instructresses.

FUNCTIONAL LITERACY PROGRAMME MR-S1A

First Month Report by Supervisor to the Project Officer

Name of Instructors	Name of villages (and class number)	Date when class started	Class meeting place	Day when class meets Mo/Tu/Wed/Thu/Fri	No. of learners enrolled		
					male	female	total

Total No. of classes

male
female
male/female (mixed)

Supervisor's name _____

Signature _____

Total number learners

FUNCTIONAL LITERACY PROGRAMME MR-S1B

Monthly Report I by Supervisor (To be filled in by the supervisor and one copy sent to Project Officer).

Month ending: Year:

Name of Supervisor: Name of E.P.A.

Names of classes (and class numbers)	1			2	3	4	5	6	7	8			
	M	F	T							a	b	c	d
1.													
2.													
3.													
4.													
5.													
6.													
7.													
8.													
9.													
10.													
11.													
12.													
13.													
14.													
15.													
16.													

Key to numbers:

1 = Number of learners at the end of the month
M = Male, F = Female, T = Total
2 = Total number of sessions per month
3 = Last lesson taught
4 = Number of learners that missed all lessons
5 = Number of people not coming back
6 = Average attendance
7 = Number of visits by Supervisor
8 = Number of visits by Development Agents:
a) Agricultural Extension Worker
b) Health Assistant
c) Homecraft Worker
d) Others

FUNCTIONAL LITERACY PROGRAMME

Monthly Report II by Supervisor
(To be filled by the Supervisor and sent to the Project Officer)

Month ending: _____ Year: _____

Name of Supervisor: _____ Name of E.P.A.: _____

1. Number of instructors/instructresses at the end of the month:
Male: _____ Female: _____

2. Instructors/instructresses who dropped out during the month

Name of instructor/instructress	Reasons

3. Classes which discontinued during the month

Name of class	M	F	MF	Reasons

4. Report on Attendance
Comments: Action taken: Proposals for remedial action:

5. Materials needed (please specify): _____

6. Instructors received Honorarium up to the month of: _____

Comments: _____

7. Any other comments: _____

Date: _____ Signature of Supervisor: _____

FUNCTIONAL LITERACY PROGRAMME

Profile of Instructor/Instructress

To be filled by the supervisor during the first month when the class has started. To be kept by himself/herself with a copy to the Project Officer.

1. Name of village _____
2. Place where the class meets _____
3. Group composition (Male/Female/Mixed) _____
4. Number of learners registered _____
5. Days and time when the class meets _____
6. Name of Instructor/Instructress _____
   Age: _____ Sex: _____
7. Marital status _____
8. Level of education _____
9. Parents' occupation/status _____
10. Occupation of Instructor/Instructress _____
11. Position in the village organisations
    - (i) M.C.P. _____
    - (ii) V.P.C. _____
    - (iii) School Committee _____
    - (iv) Health Committee _____
    - (v) Home Craft Committee _____
    - (vi) Others (specify) _____
12. Any position held above village level (specify) _____
13. Teaching experience:
    - (i) Formal School - number of years _____
    - (ii) Adult Literacy - number of years _____
    - (iii) Other teaching experiences _____
    - (iv) Other working experiences (specify) _____

Date of completion: _____ Signature: _____

For the Project Officer

PART III

REPORTING FORMS FOR MONITORING TO BE FILLED AND SUBMITTED BY THE PROJECT OFFICER TO THE REGIONAL COMMUNITY DEVELOPMENT OFFICER AND TO THE NATIONAL CENTRE FOR LITERACY AND ADULT EDUCATION

Guidelines:

The Project Officer should submit the following reports:

(a) Monthly Report on forms MR-POA and MR-POB to be prepared by the Project Officer. He should prepare three copies, one for submission to the Regional Community Development Office, one to the National Centre for Literacy and Adult Education and a third one for his own record.

(b) Report on Form MR-POC should be prepared by the Project Officer when a course has been conducted in his project area. This should be prepared in three copies: one for submission to the Regional Community Development Office, one to the National Centre for Literacy and Adult Education and a third one for his own record.

All reports should be completed and submitted within 20 days following the end of each month.

The Project Officer should make his own analytical summary of the monthly reports reflecting critical issues affecting his programme and this should accompany the monthly reports.

FUNCTIONAL LITERACY PROGRAMME

Monthly Report by Project Officer
(To be filled by the Project Officer and sent to the Regional Community Development Officer and Headquarters)

Month ending: _____ Year: _____

Name of the Project Officer: _____ Project Area (Add): _____

1. Number of instructors/instructresses at the end of the month:
Male: _____ Female: _____

2. Instructors/Instructresses who dropped out during the month:

Name of instructor/instructress	Reasons

3. Classes which discontinued during the month:

Name of class	M	F	MF	Reasons

4. Newly recruited instructors/instructresses

Name of instructor/instructress	Name of class	M	F	MF

FUNCTIONAL LITERACY PROGRAMME MR-POB

Project Area Progress

Month ending: _____ Year: _____

Name of the project area: _____ Name of project officer: _____
(Agricultural Dev. Division)

Name of E.P.A.		1				2				3				4				5				6				7				8				9				10					
	M	F	MF	T	M	F	MF	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	MF	T	11	12	13
Total:																																							

Key to numbers:

M = Male
F = Female

MF = Mixed Class
T = Total

1 = Number of classes
2 = Number of classes discontinued
3 = Number of instructors teaching
4 = Number of instructors dropped out

5 = Newly recruited instructors
6 = Number of learners
7 = Number of learners dropped out
8 = Number of learners that missed all sessions
9 = Newly enrolled learners

10 = Average attendance
11 = Average number of visits to classes by supervisors
12 = Average number of visits by development agents
13 = Average number of sessions held during the month

FUNCTIONAL LITERACY PROGRAMME

Training Activities

MR-POC

Month ending: Year:

Name of the Project Officer: Project area (add):

Name of E.P.A.	Title of Training Activity	Duration (Dates)	No. of Participants			Venue
			M	F	T	

Remarks: _____

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For the RCDO

PART IV

REPORTING FORMS FOR MONITORING AND FEED-BACK TO BE FILLED AND MAINTAINED BY THE REGIONAL COMMUNITY DEVELOPMENT OFFICER FOR HIS OWN RECORD

Guidelines:

- The Regional Community Development Officer must complete and maintain form MR-ROA for his own record and monitoring purposes of all functional literacy activities in his own region.

- The Regional Community Development Officer must complete form MR-ROB in two copies, one sent to the National Centre for Literacy and Adult Education and the other one for his own record.

- The Regional Community Development Officer should liaise with the National Centre on any critical issues affecting Functional Literacy Programme in his region.

FUNCTIONAL LITERACY PROGRAMME

REPORTING FORM FOR MONITORING TO BE MAINTAINED BY THE RCDO

Month Ending _____ Year _____

Name of the RCDO _____ Name of Region _____

Name of Project Area (Agricultural Development Division)	Classes								Instructors/Instructresses									Learners								
	1				2				3			4			5			6			7			8		
	M	F	MF	T	M	F	MF	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
Total																										

Key to numbers:

M = Male
F = Female
MF = Mixed
T = Total

1 = Classes in operation
2 = Classes discontinued
3 = Instructor/instructresses teaching
4 = Instructors/instructresses dropped out

5 = New instructors/instructresses
6 = Number of learners
7 = Number of learners dropped out
8 = Number of learners that missed all sessions during th month

Remarks on:

Attendance: _____

Supervision: _____

Other: _____

FUNCTIONAL LITERACY PROGRAMME

MR-ROB

EQUIPMENT RECEIVED

Name of RCDO: _____ Name of Region: _____

Amount/Number of equipment received

Date	Slates	Note books	Pencils	Chalk	Regist.	Primer	Teacher's guide	Flash Cards	Charts	Follow-up book	Others	Comments	Signature of Recip.

Store room: _____

State of Articles: _____

Remainder. Please specify: _____

For Partner Agencies

PART V

REPORTING FORMS FOR MONITORING TO BE FILLED AND SUBMITTED BY THE PARTNER AGENCY TO THE NATIONAL CENTRE FOR LITERACY AND ADULT EDUCATION

Guidelines:

Headquarters offices of partner agencies such as MYP, City Councils and non-governmental organisations should submit the following reports:

(a) First month report on form MR-PAI. Two copies should be prepared. One for submission to the National Centre for Literacy and Adult Education within 20 days following the end of each month and one copy for the agency's own record.

(b) Monthly Report I in form MR-PAII. Two copies to be prepared. One for submission to the National Centre for Literacy and Adult Education within 20 days following the end of each month and one copy for the agency's own record.

(c) Monthly Report II in form MR-PAIII. Two copies to be prepared. One for submission to the National Centre for Literacy and Adult Education within 20 days following the end of each month and one copy for the agency's own record.

Partner agencies should liaise with the National Centre on any critical issues affecting their functional literacy programmes.

MR-PAI

FUNCTIONAL LITERACY PROGRAMME

FIRST MONTH REPORT BY PARTNER AGENCY

Names of instructors	Names of classes (& class number)	Date when class started	Class meeting place	Day when class meets Mo/Tu/Wed/Thu/Fri	No. of learners enrolled		
					Male	Female	Total

Total No. of classes _____

Male _____

Female _____

Male/Female mixed _____

Reporting officer's name _____

Signature _____

Date _____

Total number learners [ ]

FUNCTIONAL LITERACY PROGRAMME

MONTHLY REPORT I BY **PARTNER AGENCIES**

Month ending: _____ Year: _____

Name of reporting officer: _____ Name of partner agency: _____

Names of classes (and class numbers)	1			2	3	4	5	6	7	8			
	M	F	T							a	b	c	d

Key to numbers:

1 = Number of learners at the end of the month. M = male, F = female

2 = Total number of sessions per month

3 = Last lesson taught

4 = Number of learners that missed all sessions

5 = Number of people not coming back

6 = Average attendance

7 = Number of visits by supervisor

8 = Number of visits by development agent

a) Agricultural Extension Worker

b) Health Assistant

c) Homecraft Worker

d) Others

FUNCTIONAL LITERACY PROGRAMME

Monthly Report II by Partner Agency

Month ending: _____ Year: _____

Name of Reporting Officer: _____ Name of E.P.A.: _____

1. Number of instructors/instructresses at the end of the month:
Male: _____ Female: _____

2. Instructors/instructresses who dropped out during the month

Name of instructor/instructress	Reasons

3. Classes which discontinued during the month

Name of class	M	F	MF	Reasons

4. Report on Attendance
Comments: Action taken: Proposals for remedial action:

5. Materials needed (please specify): _____

6. Instructors received Honorarium up to the month of: _____

Comments: _____

7. Any other comments: _____

Date: _____ Signature of Reporting Officer: _____

For the National Centre for Literacy and Adult Education

PART VI

REPORTING FORMS FOR MONITORING AND FEED-BACK TO BE COMPLETED BY THE NATIONAL CENTRE FOR LITERACY AND ADULT EDUCATION

Guidelines:

- The National Centre will have a checklist for controlling the timely receipt of reporting forms from the Project Officers, from the Regional Community Development Officers and from other agencies implementing the FLP such as, MYT, Town Councils, NGOs and economic enterprises.

- The National Centre will consolidate and prepare summaries on the status of Functional Literacy Programme for feed-back and information needed for pursuing action for improvement, and better management and make these available to RCDOs, project Officers, Supervisors and all those concerned with planning, management and implementation of the FLP. The summary will be tabulated as follows:

  (a) Table 1: Progress in Functional Literacy Programme (FLP) at the national level (annual summary).

  (b) Table 2: Progress in FLP at Project area level (stating previous month situation).

  (c) Table 3: Training acitivities (annual summary).

Consolidated reports on the Functional Literacy Programmes will be issued in an appropriate form by the National Centre with comments on any item where necessary. The Report issued by the National Centre may also include comments and observations on various aspects of the on-going activities related to FLP.

Table 1

FUNCTIONAL LITERACY PROGRAMME

ANNUAL NATIONAL PROGRESS BY MONTH

Month	Classes								Instructors/Instructresses									Learners								
	Operational				Discontinued				Teaching			Dropped out			Newly recruited			Learning			Dropped out			Missed sessions		
	M	F	MF	T	M	F	MF	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T
January																										
February																										
March																										
April																										
May																										
June																										
July																										
August																										
September																										
October																										
November																										
December																										
Total number of classes opened:																										
Total number of classes discontinued:																										
Total number of learners enrolled:																										
Total number of learners dropped out:																										
Total number of learners tested:																										
Total number of learners declared literate:																										

General comments (state the general problem; target; what has been covered and brief explanation) _____

_____

_____

_____

_____

Table 2

FUNCTIONAL LITERACY PROGRAMME

MONTHLY NATIONAL PROGRESS BY PROJECT AREA

Reporting month of _____ year: _____

Project area (agricultural Dev. Divisions)	Classes								Instructors/Instructresses									Learners												Av. Attendance				10	11	Visits by Dev. Agents (Average)
	1				2				3			4			5			6			7			8			9									
	M	F	MF	T	M	F	MF	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	T	M	F	MF	T			
Blantyre A.D.D.																																				
Karonga A.D.D.																																				
Kasungu A.D.D.																																				
Lilongwe A.D.D.																																				
Liwonde A.D.D.																																				
Mzuzu A.D.D.																																				
Ngabu A.D.D.																																				
Salima A.D.D.																																				
Total																																				

Key:

M = Male
F = Female
MF = Mixed
T = Total

1 = Operational classes
2 = Discontinued classes
3 = Instructors/instructresses who are teaching
4 = Instructors/instructresses who dropped out
5 = Newly recruited instructors/ instructresses

6 = Learners in classes
7 = Learners who dropped out
8 = Learners who missed all sessions
9 = Newly enrolled learners
10 = Average number of sessions held during the month
11 = Average number of visits to classes by supervisors.

Table 3

FUNCTIONAL LITERACY PROGRAMME

TRAINING ACTIVITIES

(Annual summary) Year: _____

Project Area (Agricultural Development Division)	Title of training activity	Duration (Dates)	No. of Participants M	F	T	Venue
Total completed						
Total planned						

Remarks: _____

_____

3.4 The Management Information System of the Zimbabwe Literacy Campaign

Ministry of Community Development and Women's Affairs in cooperation with the Ministry of Education, Harare 1984

The System was designed in a workshop with professional and financial assistance by the German Foundation for International Development (DSE), Bonn.

The Management Information System (MIS) of the Zimbabwe Literacy Campaign

The Zimbabwe Literacy Campaign was inaugurated by President Mugabe on 16 July, 1983. Until the reorganisation end of 1987 the responsibility for the campaign was with a National Committee and two executing Ministries: The Ministry of Education and the Ministry of Community Development and Women's Affairs. While training, evaluation and materials production fell under the responsibility of the Ministry of Education, the implementation with the Ministry of Community Development and Women's Affairs. The Ministry of Community Development and Women's Affairs monitors the progress of the campaign through its staff

- at national level
- at provincial level (8 Provincial Community Development Officers CDOs)
- at district level (55 District Community Development Officers DCDOs with 110 District Literacy Coordinators DLCs)
- at ward level (497 Ward Community Coordinators WCCs)
- at village level (Village Community Workers with Village Literacy Tutors VLTs).

During a workshop in December 1984 a Management Information System (MIS) was elaborated with the following instruments for data collection:

1. **Annual Village Profile**
   The Information is collected by Village Community Workers and sent via the Ward Community Coordinators to the district level for storage.

2. **Tutor's Profiles**
   To be filled in by District Literacy Coordinators and kept at district level.

3. **Group Enrolment Sheet**
   To be filled in and kept by the Literacy Tutor (= teacher of a literacy group) and to be sent via the Ward Tutors to the District.

4. **Group Attendance Register**
   To be filled in and kept by the Tutor and to be sent later via the Ward to the District.

5. **Monthly Reports**

5.1 Monthly Progress Reports by Literacy Tutors to be sent via Village Community Workers to Ward Coordinators and to be kept at ward level.

5.2 Monthly Progress Report compiled by Ward Coordinators on the basis of the progress reports received from Literacy Tutors and to be sent to district level.

5.3 Monthly Progress Report by District Literacy Coordinator to be sent to District Community Development and Provincial Community Development Officers.

5.4 Monthly Progress Report by Provincial Community Development Officers to be sent to the Head Office.

5.5 Monthly Training Programme Report to be completed by District Literacy Coordinators and to be submitted to District Community Development Officers.

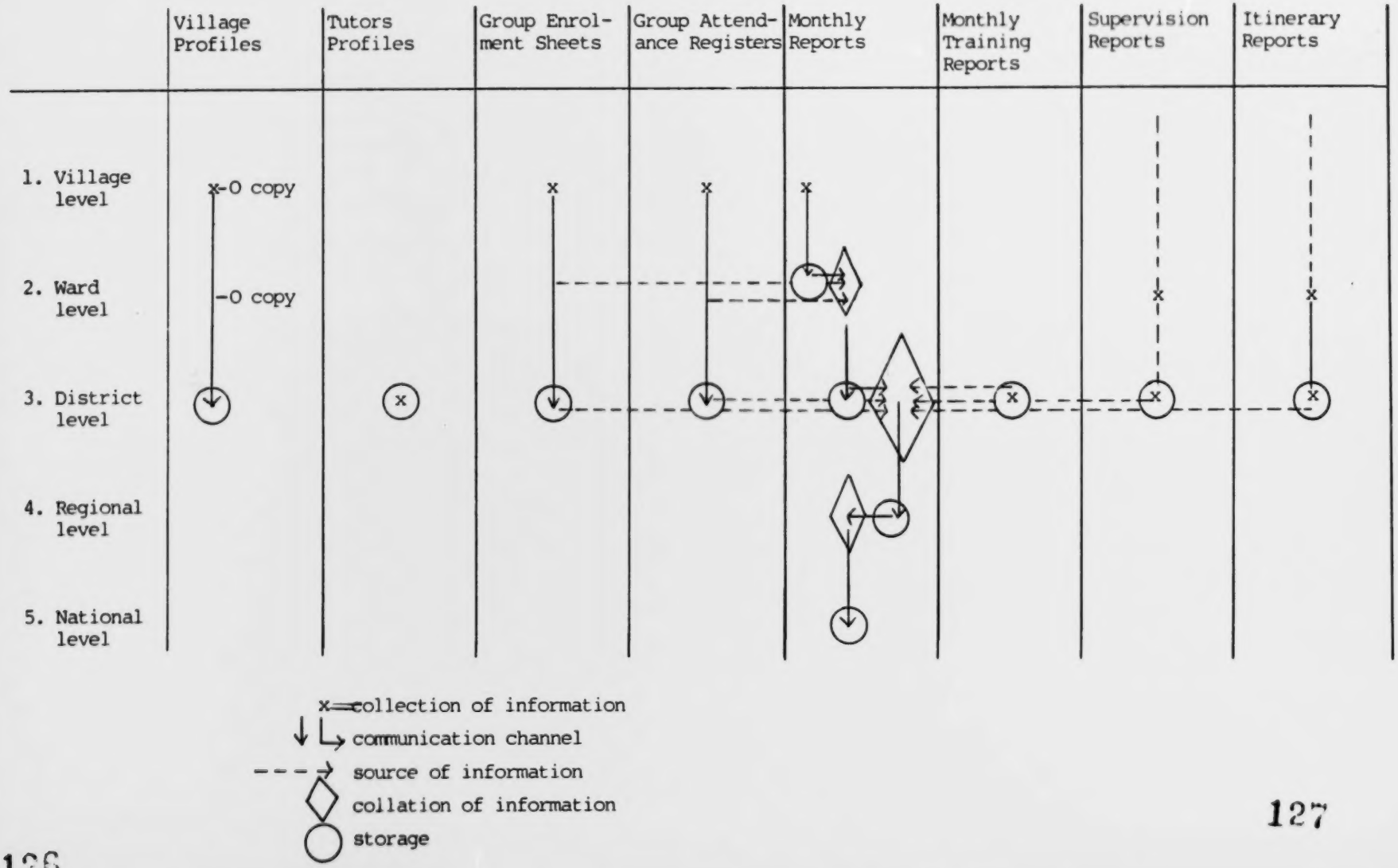
6. **Supervision**
   To be filled in by District Literacy Coordinators and to be kept at district level.

7. **Itinerary Record**
Itineraries of Community Development Workers and Home Economics Demonstrators to be kept at district level. Itineraries of District Literacy Coordinators and Skills Trainers to be kept at provincial level. Itineraries of Provincial Development and Training Officers to be kept at the Head Office.

Zimbabwe Literacy Campaign

Management Information System

(MIS)



MINISTRY OF COMMUNITY DEVELOPMENT AND WOMEN'S AFFAIRS
NATIONAL LITERACY CAMPAIGN

ANNUAL VILLAGE PROFILE

The information is collected by Village Community Workers and sent via the Ward Community Coordinator to the district level for storage.

1. Name of Village Community Worker .....

2. Name of :

   Village .....

   Ward .....

   District .....

   Province .....

   Date ..... Year .....

3. Usual residents

Female	Male	Total

4. Children 0 - 6 years

Female	Male	Total

5. No of illiterate 14 + years

Female	Male	Total

6. (Accessibility) means of communication (Please tick where applicable)

Bus Route	Rail	Boat	Tel	Road Path

   Other specify .....

7. Main source of income in Village .....

8. Influential leaders in the village, (Please tick)

Political	Church	Traditional	Other (Specify)

9. Type(s) of organisation in the village.

A. .....

B. .....

C. .....

D. .....

10. Extension Workers

Ministry/ Organisation	Category	Female	Male	Total

11.

Facilities available	Available No.
Clinics	
Pre-schools	
Schools	
Libraries	
Dip-tanks	
Business centres	
Others	

12. No. of school teachers

Female	Male	Total

13. No. of radios

14. Types of newspapers available (specify)

A. .....

B. .....

C. .....

D. .....

15. Other reading materials available (specify)

A. .....

B. .....

C. .....

D. .....

E. .....

16. No. of literacy tutors

	Female	Male	Total
Trained			
Untrained			
Operating			
Not operating			

17. Possible intake of candidates for recruitment as VLTs.

Male	Female	Total

18. Are there any of the following affecting literacy?

	Yes	No	If yes specify
Religion			
Taboos			
Cultural patterns			
Chisi day/izilo			
Other			

19. No. of literacy groups:

In the village [ ]

With a committee [ ]

Registered [ ]

20. No. of participants under 14 years

Female	Male	Total

21. No. of participants promoted from literacy groups during the previous year.

Female	Male	Total

22. How many of these are participating in post-literacy groups

Female	Male	Total

23. Community activities in the village

Projects

Type	No.

Clubs

Type	No.

24. List NGOs and other organizations involved in literacy operating at village levels:

A. .....

B. .....

C. .....

D. .....

E. .....

25. List specific problems faced by literacy groups

A. .....

B. .....

C. .....

D. .....

E. .....

26. Is there provision for adult basic education courses at your nearest school?

Yes	No

27. Where do literacy groups meet in the village?

A. .....

B. .....

C. .....

D. .....

28. Assistance received by groups:

28. Assistance received by groups:

Type	Quantity	Source
A.		
B.		
C.		
D.		
E.		
F.		

29. Any other comments

.....

.....

.....

.....

.....

.....

Signature of Ward Co-ordinator .....

Date .....

MINISTRY OF COMMUNITY DEVELOPMENT AND WOMEN'S AFFAIRS
NATIONAL LITERACY CAMPAIGN

TUTOR'S PROFILE

To be filled in by the DLC after training of tutor and to be retained and updated by the DLC every three months.

1. Name of Tutor ..... Sex ....
   Village ..... Age .....
   Ward ..... Date ....
   District .....
   Province .....

2. How recruited .....
   .....

3. When trained : .....
   Initial course ..... From ..... To .....
   ..... From ..... To .....
   Refresher courses ..... From ..... To .....
   ..... From ..... To .....
   ..... From ..... To .....
   Other courses specify ..... From ..... To .....
   ..... From ..... To .....
   ..... From ..... To .....

4. Marital status .....
5. No. of children when recruited .....
6. Level of education .....
7. In which language is tutor able to teach

   Shona [ ] Ndebele [ ] English [ ] Other [ ]

8. Technical skills .....
   .....
9. Disabilities .....
   .....
   .....
10. Position/s held in the village .....
    .....
    .....
11. Organisational membership .....
    .....
12. Type of self-help projects involved in .....
    .....
    .....

13. When started teaching .....

14. Distance of home from Group .....

Mode of transport .....

15. Is the tutor paid? ..... If yes by whom .....

Amount .....

16. Is the tutor paid on employment other than literacy ☐ Yes ☐ No

17. Specific problems faced by tutor .....

.....

.....

.....

.....

18. Date when tutor stopped teaching .....

Reasons .....

.....

.....

.....

.....

.....

MINISTRY OF COMMUNITY DEVELOPMENT AND WOMEN'S AFFAIRS
NATIONAL LITERACY CAMPAIGN

GROUP ENROLMENT SHEET

To be filled in and kept by the Literacy Tutor in the register. When register is full, enrolment sheet should be sent together with the register via Ward Coordinator to DLC for storage.

NAME OF VLT ..... Sex ..... Age .....

Group ..... Village ..... Ward .....

Province ..... District .....

Name of Learner Surname, Other names	Date of Enrollment	Sex	Age	No. of Children	Level of Education			Disability	Occupation	Skills
					Sub	Std	Grd.			
e.g. Gono, Peter	4/12/84	M	30	3	A	-	-	Poor eye Sight	Peasant Farmer	Pottery
1.										
2.										
3.										
4.										
5.										
6.										
7.										
8.										
9.										
10.										
11.										
12.										
13.										
14.										
15.										

Name of Learner Surname, Other names	DATE	Sex M/F	Age	Number of Children	Level of Education			Disability	Occupation	Skills
					Sub	Std	Grade			
e.g. Gomo, Peter	4.12.84	M	30	3	A	-	-	Poor eye sight	Peasant farmer	
16.										
17.										
18.										
19.										
20.										
21.										
22.										
23.										
24.										
25.										
26.										
27.										
28.										

MINISTRY OF COMMUNITY DEVELOPMENT AND WOMEN'S AFFAIRS
NATIONAL LITERACY CAMPAIGN

GROUP ATTENDANCE REGISTER

To be filled in and kept by the Literacy Tutor and sent later via Ward Coordinator to the District.

Name of Literacy Group Centre .....

Date when Group Started .....

Name of the Village .....

Ward .....

District .....

Province .....

Month ..... Year .....

From .... To ....

Day Month Year Day Month Year

Name of Tutor .... Sex ....

Days and times when group meets .... Summer .... Days .... Times .... Winter ...... Days ...... Times ....

Date when group started ....

Surname, Other names	Sex M/F	AGE			Date of Sessions																						Total Attendance
E.G. Gomo, Peter Tiki	M	30			W	/	/	/	W	/	/	/	F	/	/	D	/	/	[illegible]	/	/	C	/	[illegible]	N	/	11
1.																											
2.																											
3.																											
4.																											
5.																											
6.																											
7.																											
8.																											
9.																											
10.																											
11.																											
12.																											
13.																											
14.																											
15.																											
16.																											

Surname, Other names	Sex M/F	AGE	Dates of Sessions																							Total Attendance
E.G. Gomo, Peter Tiki	M	30	H	/	/	/	W	/	/	/	/	F	/	/	D	/	/	T	/	/	C	/	/	N	/	11
17.																										
18.																										
19.																										
20.																										
21.																										
22.																										
23.																										
24.																										
25.																										
26.																										
27.																										
28.																										
29.																										
30.																										
Total Attendance: Actual																										
Total Attendance: Possible																										

VADZIDZISI VECHIKORO CHEVAKURU VANOKUMBIRWA KUNYATSOCHENGETA ZVINOTEVERA

1. Vose vanopinda chikoro chavakuru vanofanira kunyorwa murejisita iri.
2. Chengeta rejisita rekirasi imwe neimwe.
3. Kan mudzidzi aripo, tara mutaro wakarerekera sesezvizvi "/" zwakatarisana nezita mumutsara, hute "A", kana asipo.
4. Kana mudzidzi achigarorovha nyora kuti chionzero chii pamberi pezita. (Tarisa zvakanyorwa nechirungu pasi)
5. Ipa D.L.C. rejisita kana kirasi yapedza rugarwo rwayo rwedzidzo yavakuru.

Pakanyorwa kuti zvikonzero zvokurovha (reasons for absence), nyora mabhii anezvaanomirira anotevera :-

H - Health (hutano, kurwara)

W - Work (basa)

F - Traditional festivals or ceremonies (Zvemabira kana tsika dzechivanhu)

D - Domestic reasons, children, etc (zvemudzimba, vana, nezwimwe zvakadaro)

T - Travel, seasonal migration (Nzedno, kushanya)

C - Climate, bad weather (kushata kwekunze)

N - Not known (Zvimwe zvisingazivikanwe)

ABABALISI BEMFUNDO YABADALA BECELWA UKUTHI BANANZELELE AMANYATHELO ALANDELAYO

1. Amabizo abafundi bonke abakuqembu kumele abhalwe kurejisita.
2. Goina irejisita eyehlukeneyo kuqembu ngaqembu.
3. Nxa umfundi ekhona dweba umzila onje eceleni kwebizo lakhe, nxa engekho bhala u "H" eceleni kwebizo lakhe.
4. Nxa umfundi ejayele ukungabikhona, bhala isizatho eceleni kwebizo lakhe (Khangela okubhalwe ngesikhiwa ngaphansi)
5. Buyisela irejisita ku D.L.C. nxa iqembu seliqede izifundo zonke zokubhala

Lapho okubhalwe khona ukuthi izizatho zokungabikhona komfundi (reasons for absence) Tshengisa lezozizatho ngokusebenzisa amabala alandelayo:-

H - Health (ukugula)

W - Work (Umsebenzi)

F - Traditional Festivals or ceremonies (Ezemidlalo yomdabuki, imibuthano eyehlukeneyo.

D - Domestic reasons, children etc. (Izizatho zangekhaya, abantwana, lokunye okufanayo)

T - Travel, seasonal migration (Inhambo, ukuvakatsha)

C - Climate, bad weather (Umkhathi omubi)

N - Not Known (Ezinye izizatho ezingaqanjwanga)

VISITORS PAGE

DATE	NAME	DESIGNATION	ADDRESS	PURPOSE OF VISIT
Example 5.12.84	Peter Gono	District Literacy Co-ordinator	Community Development and Women's Affairs Box 110, Shurugwi	Supervising Literacy classes

MINISTRY OF COMMUNITY DEVELOPMENT AND WOMEN'S AFFAIRS
NATIONAL LITERACY CAMPAIGN

MONTHLY PROGRESS REPORT BY VILLAGE LITERACY TUTOR

To be completed by Village Literacy Tutor and sent via Village Community Worker to Ward Coordinator. Kept at ward level.

1. Name of VLT ..... Sex .....

   Group .....

   Village .....

   Ward .....

   District .....

2. Month ..... Year .....

   Date when group started .....

3. Meeting place .....

4. Days and times group meets ....

5. No. of possible learners on last day of the month according to attendance register

Female	Male	Total

6. No. of possible learners by age groups

AGE	MALE	FEMALE
14 - 18		
19 - 26		
27 - 45		
46+		

7. No. of new learners who joined the group during the month

Female	Male	Total

8. No. of learners who stopped during the month

Female	Male	Total

9. No. of learners (in any) promoted from literacy groups

Female	Male	Total

10. No. of learners who joined post literacy groups

Female	Male	Total

11. Any problems with attendance .....
.....
.....
.....
.....
.....

12. No. of sessions group did not meet during the month .....

13. List of lessons taught during the month

Primers .....
Numeracy .....
Masamu .....
Others (please specify) .....
.....
.....
.....

14. Comments on:- Primers .....
.....
Numeracy .....
.....
Picture Codes .....
.....
Supplementary readers .....
.....

15. Self-help projects group is involved in .....
.....

16. Total amount of money generated by groups involved in these groups during the month
.....

17. Visitors to the group :

Designation	Date	Designation	Date
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....
.....	.....	.....	.....

18. Material received during the month

No. of Primers	Materials needed
Shona	.....
Ndebele	.....
Numeracy	.....
Masamu	.....
Picture codes	.....
Supplementary Readers	.....
Others specify	.....
.....	.....
Guides	
Ndebele	.....
Shona	.....
Numeracy	.....

19. Any other problems faced by group

.....
.....
.....
.....
.....

20. Any other comments :

.....
.....
.....
.....
.....

MINISTRY OF COMMUNITY DEVELOPMENT AND WOMEN'S AFFAIRS
NATIONAL LITERACY CAMPAIGN

MONTHLY PROGRESS REPORT BY WARD COORDINATOR

To be completed by Ward Coordinator on the basis of progress reports received by VLTs. Ward Coordinator should keep a copy and send original to DLC.

1. Name of: Ward Co-ordinator ..... Sex .....
   Ward .....
   District .....
   Province .....

2. Month ..... Year .....

3. No. of groups in the ward.....

3.a) No. of VLTS that have not reported

Female	Male	Total

3.b) No. of groups which stopped working during the month and have no prospects of revival .....

4. No. of tutors teaching

Female	Male	Total

4.a) No. of tutors teaching

	Female	Male	Total
(i) trained			
(ii) untrained			

5. Names of tutors who stopped teaching during the month:

	Female	Male	Total
trained			
untrained			

6. Names of tutors who started teaching during the month

.....

7. No. of possible learners during the month according to VLTs progress report

Female	Male	Total

8. No. of learners by age groups

14-18			19-25			26-45			46+		
F	M	T	F	M	T	F	M	T	F	M	T

9. No. of new learners who joined groups during the month

Female	Male	Total

10. No. of learners who stopped

Female	Male	Total

11. No. of learners (if any) promoted from literacy groups to post-literacy

Female	Male	Total

12. No. of learners (if any) who joined post-literacy groups

Female	Male	Total

13. Any problems with attendance
.....
.....
.....

14. Summary of comments made by VLTs on:
Primers .....
Numeracy .....
Masamu .....
Picture codes .....
Supplementary reading materials .....

15. How many groups are conducted by NGOs ?.....

16. How is the co-operation with these NGOs for literacy activities in the ward?
.....
.....

17. Comments on working relationship between these NGOs and other litercy workers?
.....
.....

18. Which national literacy campaign materials are they using? .....
.....
.....

19. No. of groups engaged in self-help project .....

a) Total amount of money .....

20. Types of self-help projects groups are engaged in
.....

21. Visitors to ward co-ordinator on literacy

Designation ..... Date ..... Designation ..... Date .....
Designation ..... Date ..... Designation ..... Date .....
Designation ..... Date ..... Designation ..... Date .....

22. Materials received during the month

Type	Number
Primers	.....
Numeracy	.....
Masamu	.....
Picture codes	.....
Supplementary readers	.....
Primer guides Numeracy guides	.....
Others (specify)	.....

23. Material neede during the month

Type	Number
Primers	.....
Numeracy	.....
Masamu	.....
Picture codes	.....
Supplementary readers	.....
Primer guides Numeracy guides	.....
Others (specify)	.....

24. Summary of any other problems mentioned by VTLs in their progress reports

.....
.....
.....
.....
.....

25. Any other comments

.....
.....
.....
.....

MINISTRY OF COMMUNITY DEVELOPMENT AND WOMEN'S AFFAIRS
NATIONAL LITERACY CAMPAIGN

MONTHLY PROGRESS REPORT BY DISTRICT LITERACY COORDINATOR

To be completed by DLC and sent to District Community Development and Provincial Community Development Officer (original to DCDO).

1. Name of District Literacy Coordinator .....
   Name of District Community Development Officer .....
   District ..... Province .....
2. Month ..... Year .....
3. Number of Wards (other specify) [ ]
4. Number of Wards that have reported [ ]

A. LEARNERS/GROUPS

5. No. of groups in the District .....
6. No. of groups which started during reporting month .....
7. No of groups which stopped functioning completely during reporting month .....
8. No of all possible learners according to WC's reports .....
9. No of possible learners by age groups

F	M	T	F	M	T	F	M	T	F	M	T

10 No of new leaners who joined group during the month

F	M	T

11 No of learners who stopped

F	M	T

12 No of learners (if any) promoted from literacy group

F	M	T

13. No of learners (if any) who have joined post literacy groups

F	M	T

14. Summary of comments made by ward co-ordinators on problems of attendance.

.....

.....

.....

.....

.....

District Literacy Coordinators' comments on problems of attendance

.....

.....

.....

.....

.....

15. No of groups engaged in self help projects .....

16. Type of self help projects groups are engaged in .....

.....

Total amount of money generated by groups involved in these projects during month

B. <u>Supervision</u>

17. No of groups supervised

18. List problems faced by learners in supervised groups .....

.....

.....

.....

.....

.....

19. Interaction among :

- Learners .....
- Tutors abd Learners .....
- between learners .....

C. <u>Tutors</u>

20. No of tutors teaching

F	M	T

a) Trained

F	M	T

b) Untrained

F	M	T

21. No of tutors who started teaching during the month

F	M	T

22. No of tutors who stopped teaching during the month

F	M	T

23. Total No of tutors trained in the District according to tutor's profile

F	M	T

24. Total No of tutors in District on paid employment

F	M	T

25. Total No of tutors paid for literacy teaching (see tutor's profile)

F	M	T

26. List problems faced by tutors .....

.....

.....

.....

.....

D) NGOs (Non-Governmental Organisations)

27. No of literacy groups conductedny NGOs/Organisations _____

28. Summary of comments made by Ward Co-ordinator on relationship between NGOs and other literacy workers .....

.....

.....

.....

.....

.....

29. How many groups of NGOs are not using Literacy Campaign materials? Please give reasons? .....

.....

.....

.....

.....

.....

30. Summary of comments made by W.C. on:-

Primers .....

Numeracy .....

Masamu .....

Picture Codes .....

Primer Guides .....

Numeracy Guides .....

Supplementary reading materials .....

.....

Others .....

31. No of Materials

Training material	Received	Distributed	Instock	Needed
Black Boards				
Chalk				
Ball Pens				

32. Specify means of distributions of materials .....

.....

.....

.....

.....

.....

F. Training (Information on Courses Conducted)

33.- Courses by Community Development and women's affairs

Type	Venue	Dates		No of Participants		No of Participants qualified as V.L.Ts.		Organised in co-operation with (state whether NGO & name it)	Costs/Assistance/ Financial Material Technical) by Co-operating Agency
		From	To	Female	Male	Female	Male		
1.									
2.									
3.									
4.									
5.									
6.									

34. Courses Conducted by NGOs and Others

Type	Venue	Dates		No. of Participants		Name of Organisation	Comments
		From	To	Female	Male		
1.							
2.							
3.							
4.							
5.							

35. Any other comments or suggestions

.....

.....

.....

.....

.....

.....

MINISTRY OF COMMUNITY DEVELOPMENT AND WOMEN'S AFFAIRS
NATIONAL LITERACY CAMPAIGN

MONTHLY PROGRESS REPORT BY PROVINCIAL COMMUNITY DEVELOPMENT OFFICER

To be completed by Provincial Community Development Officer and sent to the Head Office.

1. Name of Province .....
   Month ..... Year 19.....
2. Name of PCDO .....
3. No. of Districts in the Province
4. No. of Districts not reported
5. No. of groups which started during the month
6. No. of groups which have stopped functioning during the month

LEARNERS

7. No. of possible learners during the month according to DLC's reports:

Age Groups	Female	Male	Total
14 - 18			
19 - 25			
26 - 45			
46+			
Total			

8. New Learners who joined groups during the month — F | M | T
9. No. of learners who stopped during the month — F | M | T
10. Learners (if any) promoted from literacy groups during month — F | M | T
11. Learners who joined post-literacy groups during month — F | M | T
12. Summary of comments made by DLCs on problems of attendance

.....
.....
.....
.....
.....
.....

13. No. of groups engaged in self-help projects

14. Types of self-help projects (specify)

A. .....

B. .....

C. .....

D. .....

E. .....

F. .....

G. .....

Total amount of money generated by groups involved in these projects during month.

SUPERVISION

15. No. of groups supervised by DLCs during the month

16. Summary of problems faced by learners as reported by the DLC and DCDO

.....

.....

.....

.....

.....

.....

17. Interaction (a) between tutors and learners .....

(b) between learners within groups .....

(c) summary of comments on interaction between men and women in groups as reported by DLCs

.....

.....

.....

.....

.....

TUTORS

18. No. of tutors teaching

TUTORS	FEMALE	MALE	TOTAL
Trained			
Untrained			
Total			

	F	M	T
19. No. of tutors who started teaching during the month			
20. No. of tutors who stopped teaching during the month			
21. Total No. of tutors paid for teaching			
22. Total No. of tutors on paid employment			

23. Problems faced by tutors

.....

.....

.....

.....

NGOs

24. No. of literacy groups conducted by NGOs and other organisations [ ]

25. Summary of comments made by DLCs on relationships between NGOs and other literacy workers

.....

.....

.....

.....

26. How many classes of NGOs and other organisations are not using literacy campaign materials? [ ]

Give reasons

.....

.....

.....

.....

MATERIALS

27. Summary of comments made by DLCs on :

a) Primers .....

b) Numeracy .....

c) Picture codes .....

d) Masamu .....

e) Supplementary reading materials .....

.....

28. Materials

	RECEIVED	DISTRIBUTED	IN STOCK	NEEDED
Primer				
Numeracy				
Masamu				
Picture codes				
Supplementary materials				
Chalk				
Chalk Boards				

29. Means of distribution of materials

.....

.....

.....

.....

30. Any other comments

.....

.....

.....

.....

.....

.....

MINISTRY OF COMMUNITY DEVELOPMENT AND WOMEN'S AFFAIRS
NATIONAL LITERACY CAMPAIGN

MONTHLY TRAINING PROGRAMME REPORT BY DISTRICT LITERACY COORDINATOR

To be completed in duplicate by the DLC and submitted to the DCDO at the end of every month.

DISTRICT .....

PROVINCE .....

NAMES OF DLCs .....

MONTH ..... YEAR .....

1. Courses Held

VENUE	TYPE	DURATION	TARGET GROUP	TOTAL NUMBER OF PARTICIPANTS	TOTAL COST
a.					
b.					
c.					
d.					
e.					

SPONSORED BY	FACILITIES AVAILABLE

2. Lost tops covered in the training programmes

Type of Course — Topics Covered

a) .....

b) .....

c) .....

d) .....

e) .....

f) .....

g) .....

3. Were any resource persons called to participate in any of the workshops?

Yes [ ] No [ ]

If yes complete below

If no why? .....

.....

	NAME	AREA OF EXPERTISE
a.		
b.		
c.		
d.		
e.		

4. Comment on each course held using the following format:

a. Interaction between resource person and participants: .....

b. Group dynamics .....

c. Participantion of learners .....

1.

Course	Code	Comment

2.

Course	Code	Comment

3.

Course	Code	Comment

5. What materials were used? Please specify below

	Courses	Venue	Type of course	Aids	Hand-outs
a.					
b.					
c.					
d.					
e.					
f.					

6. Total number of participants for all the courses held .....
7. How many of the participants were breast feeding .....
8. How many of the trainee VLTs have established groups .....
9. Total number of trainees who successfully completed the VLT initial course .....
10. Was evaluation conducted at the end of every course: complete format below:

Course	Venue	Type of course	Evaluation conducted or not conducted

11. Please attach to this report list of all **participats** which has the following information

Name	Sex	Address	Has established group	Breastfeeding mothers

12. Please also attach copies of grogrammes and hand-outs for the courses

13. Any other comments .....

.....

.....

.....

.....

.....

.....

.....

.....

.....

.....

DATE ..... DLC'S Signatures .....

MINISTRY OF COMMUNITY DEVELOPMENT AND WOMEN'S AFFAIRS
NATIONAL LITERACY CAMPAIGN

GUIDELINES FOR SUPERVISION BY DISTRICT LITERACY COORDINATOR

To be completed by DLC after every visit and kept at district level.

Name of Group: .....

Village/other: ....

district: : .....

Province: .....

Name of Tutor: .....

Training of Tutor

TYPE	VENUE	DATE

1. (a) Number of learners Female ..... Male ..... Total .....

   (b) Lesson(s) currently being taught in the following:

   Primer : .....

   Numeracy : .....

   Masamu : .....

   Supplementary materials : .....

2. Name of sponsor for the group: .....

3. Which learning material are being used?

Primers ..... Numeracy .....

Masamu ..... Picture codes .....

Primer guide ..... Numeracy guide .....

Supplementary materials ..... Other (specify) .....

4. Are there enough (a) Learning materials Yes ..... No .....

....

(b) Which other learning material does the group require

Type	Number

5. How often does the group use the following:

	Often	Sometimes	Never
(a) Radio			
(b) Newspapers			
(c) Magazines			
(d) Mobile film			

6. Comment on the following:

(a) Learning environment (e.g. seating arrangement) .....

.....

(b) Use of picture codes .....

.....

(c) Learner's participation .....

.....

(d) Interaction between Tutor and group : .....

(e) Interaction between learners .....

.....

(f) Interaction between females and males .....

.....

(g) Demonstration by extension workers: .....

.....

7. (a) (i) Any evidence of learners' application of knowledge and skills gained e.g. Interaction between men and women, self reliance) .....

.....

.....

.....

(ii) Are learners involved in community self help projects

Yes ☐ No ☐

If yes, (please specify) .....

.....

.....

(b) Any evidence of change in attitudes in terms of the objectives of the National Literacy Campaign

Yes ☐ No ☐

If yes (llease specify) .....

.....

.....

(c) If no (please specify problems).....

.....

.....

(c) Lessons covered so far (specify) Primer .....

Numeracy .....

Masamu .....

(d) List supplementary reading materials covered: .....

.....

.....

(e) Assess progress of group in the following areas (state method used in assessing each of the

Reading: .....

Writing: .....

Calculation .....

(f) Problems faced by learners as stated by (i) Learners .....

.....

.....

.....

8. Does the VLT know the progress of individual learners?

Yes ☐ No ☐

9. What is the tutors teaching ability? .....

.....

10. In what areas does the Tutor require further training .....

.....

11. Any other comments .....

.....

.....

.....

.....

.....

.....

.....

.....

DATE: ..... DLC SIGNATURE: ..... NAME .....

MINISTRY OF COMMUNITY DEVELOPMENT AND WOMEN'S AFFAIRS
NATIONAL LITERACY CAMPAIGN

ITINERARY RECORD

Name of Officer ..... Designation .....

Province ..... District .....

N.B. Itinerary for Community Development Workers and Home Economics Demonstrators to be kept at District Offices.
District Literacy Coordinators, Skills Trainers at Provincial Level.
Provincial Community Development Officers and Training Officers at head Office.

Month ..... Days	Task	Venue	Remarks	Future Strategies
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				

Month ..... Days	Task	Venue	Remarks	Future Strategies
11.				
12.				
13.				
14.				
15.				
16.				
17.				
18.				
19.				
20.				
21.				
22.				
23.				
24.				
25.				

Month ..... Day	Task	Venue	Remarks	Future Strategies
26.				
27.				
28.				
29.				
30.				
31.				

Provincial Community Development Officer's Signature ..... Date: .....

District Community Development Officer's Signature ..... Date: .....

3.5 The Management Information System of the Botswana National Literacy Programme

Ministry of Education, Department of Nonformal Education, Gaborone 1985

The Management Information System (MIS) introduced by the Botswana National Literacy Programme in 1985 consisted of the following instruments:

Village Level

Register of Literacy Participants
- To be filled in by Literacy Group Leaders (LGL) at the beginning of a literay group and sent through the Literacy Assistant (LA) and the District Adult Education Officer (DAEO) to the Headquarters (HQ), usually on 15 September.

Attendance Register
- To be filled in by the LGL and sent to LA and DAEO.

Cluster Level

LA's Monthly Record on literacy groups visited
- To be sent to DAEO and HQ.

LA's Monthly Summary Report
- To be sent to DAEO and HQ.

LGLs' and Learners' Register
- To be sent to DAEO and HQ annually on 15 September.

Village Profile on villages in the cluster
- To be sent to DAEO and HQ annually on 15 September.

District Level 1)

DAEO's District Report
- To be sent to HQ on 15 January, 15 March, 15 June, and 15 October.

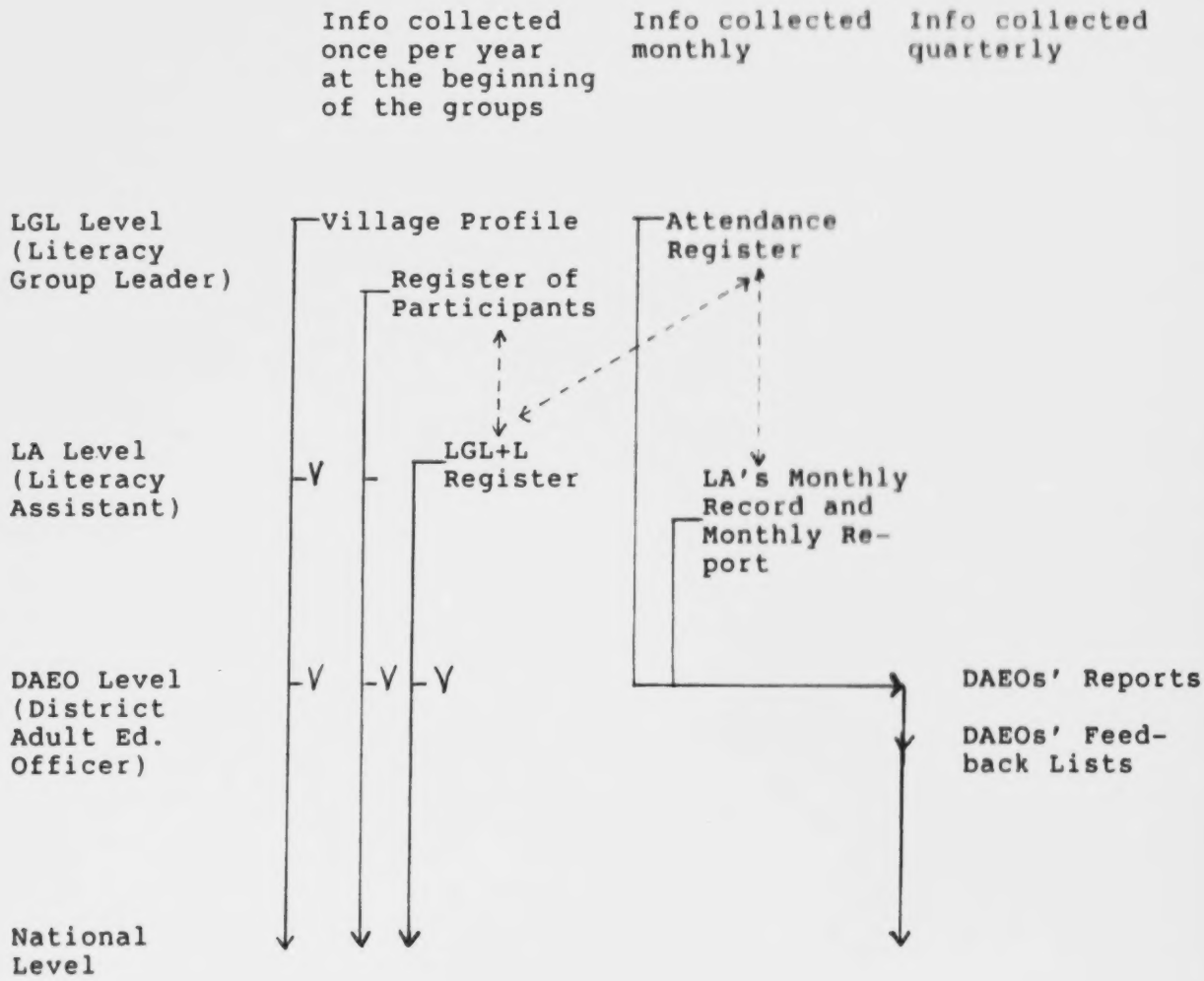
DAEO's Feedback List
- To be sent to HQ together with Reports.

The **LA's Group Observation Sheet** is not part of the MIS but was recommended for use when observing literacy groups.

---

1) A District in Botswana is comparable to a Province or a Region in other African countries.

BOTSWANA NLP MIS (without tests)



Explanation:

Channel ————————

Sources of Information - - - - - - - - -

Filing Point V

BOTSWANA NATIONAL LITERACY PROGRAMME
DEPARTMENT OF NON-FORMAL EDUCATON

REGISTER OF LITERACY PARTICIPANTS

DISTRICT_____ CLUSTER/NO_____ LGL_____ VILLAGE_____

NAME First	Surname	M	F	Age	Year of joining Programme	Main Economic Activity	Lands Area

Date completed_____ . (LG/9 revised 5/83) LAs signature_____

INSTRUCTIONS

Send original copy to Headquarters. Duplicate copy for District Office. Complete Form at 3rd or 4th session after commencement of groups. Record ages as "over 25". If under 25, state actual age. Use block letters.

BOTSWANA NATIONAL LITERACY PROGRAMME
DEPARTMENT OF NON-FORMAL EDUCATION

ATTENDANCE REGISTER

GROUP: _____ LOCATION: _____ MEETING PLACE: _____

(NAME OF VILLAGE) (SCHOOL, CHURCH, HOME, ETC)

CLUSTER _____ LITERACY GROUP LEADERS NAME _____ MONTH _____ YEAR ____

NAMES	M/F	DATES AGE																						

I certify that I have taught _____ sessions during the month of _____

SIGNATURE LGL _____ SIGNATURE LA _____ DATE _____ VOUCHER No. _____

BOTSWANA NATIONAL LITERACY PROGRAMME
DEPARTMENT OF NON-FORMAL EDUCATION

LA'S MONTHLY RECORD

Month: Year:

+ +

LA's Name: ______________________ District: ______________ Cluster: _____

LGLs visited (Please record each visit and collect signatures):

LGL's Name	Date/ Signature	Date/ Signature	Date/ Signature	Date/ Signature

Please Note: For additional groups and visits, please use extra forms supplied.

LA's MONTHLY RECORD: Page 2: Name: Month: Year:

Your general comments on the Literacy Programme performance in your Cluster, please comment as detailed as possible:

Specify your other professional activities:
(like: Attending refresher courses, training of LGLs, conducting DtD courses, running weekend seminars for other follow-up activities, being engaged in functional projects, attending VDC meetings, collecting materials, etc.).

Your transport problems and how you solved them:

Comment on the condition of your motorbike:

Your total No. of kilometres covered in this month: _____ km

This month's claims for: _____ meals' allowances = _____ Pu

This month's claims for: _____ nights out = _____ Pu

Other comments:

Date: _____ _____ _____

LA's Signature DAEO's Signature

Instructions: To be filled monthly by LA; 1 Copy to DAFO, 1 Copy to HQ (by mail)

BOTSWANA NATIONAL LITERACY PROGRAMME
DEPARTMENT OF NON-FORMAL EDUCATION

LA'S MONTHLY SUMMARY REPORT

LA's Name: _____ District: _____ Cluster: _____ Month: _____ Year: _____

Group No.	Name of LGL	Sex of LGL	Location	No of Learners		No. of Learners per Primer at the end of month						No. of Sessions	No. of Drop-outs	No. of Absences						Teaching Perform.	Literacy Progress
				M	F	P1	P2	P3	P4	P5	NL			S	L	D	N	W	N		

Instructions: To be filled monthly by LA, based on Attendance Register and Class Visits. 1 copy to DAEO, 1 Copy to HQ (by mail).
Code Location of Group : T = Town; V = Village; L = Lands; S = Settlements; C = Cattle Posts; O = Others.
Rate LGL's Teaching Performance : G = Good; M = Medium; P = Poor.
Rate Groups' Literacy Progress : 0 = no improvement; 1 = some improvement 2 = great improvement
- NL - 'New Literates': using follow-up reading materials.

BOTSWANA NATIONAL LITERACY PROGRAMME
DEPARTMENT OF NON-FORMAL EDUCATION

LGLS' AND LEARNERS' REGISTER

District: _____ Cluster No.: _____ Cluster Location: _____ LA _____ - LG 12/84

Group	Name of LGL	Group Location Name of Village	Number of Learners		Number of Learners per age group below					Number of Learners who enrolled in Cycle						
			M	F	10	10-15	16-30	31-45	45 +	1980	1981	1982	1983	1984	1985	1986

Instructions: To be filled by LA 3 weeks after groups have started, but never later than 15 September. 1 Copy for District Officer; 1 Copy for Headquarters.

For each group use a separate line under the group number: add "a", "b", "c" if one LGL has more than one group.

BOTSWANA NATIONAL LITERACY PROGRAMME
DEPARTMENT OF NON-FORMAL EDUCATION

VILLAGE PROFILE

Name of Village: _____ District: _____

Cluster Location/No: _____ LA's Name: _____

Check Census Data for Village and eventually revised them:

		Census:	Revised Data:
1)	Total Village Population:	_____	_____
	No. of Male Villagers:	_____	_____
	No. of Female Villagers:	_____	_____
2)	Total No. of Illiterates in Village 10 years plus:	_____	_____
	No. of Male Illiterates 10 years plus:	_____	_____
	No. of Female Illiterates 10 years plus:	_____	_____
3)	No. of Children of school entry age (7-10) not in school .	_____	_____
4)	Is There a Primary School in the village:	Yes( )	No ( )
5)	Total No. of Learners in Village:		_____
	No. of Male Learners in Village		_____
	No. of Female Learners in Village:		_____
	No. of Learners using Primer 4, 5 or further reading materials (like NL Booklets):		_____

6) How do Villagers make their living? (Like ploughing, keeping cattle, poultry, knitting, sale of fire wood or other goods, etc.):

_____

_____

7) Are Villagers engaged in any self-help projects? If yes, please specify as detailed as possible: _____

_____

_____

8) How is the Village Development Committee functioning? Please specify:

_____

_____

_____

Instructions: To be filled by LA, 1 Copy to DAEO, 1 Copy to HQ sent by 15 September

9) State names and functions of the Village Leaders and Extension Workers whom you have informed or who knew already about the National Literacy Programme:

_____

_____

_____

10) Have your groups started with any kind of projects or activities other than literacy, like wood carving, knitting, sewing, vegetable gardening, poultry? If yes, please state No. of Learners involved: _____

_____

_____

11) What kind of reading materials are regularly available in the village? _____

_____

_____

12) What type of reading material would you need? _____

_____

_____

13) Who in the Village could help to conduct other courses, like sewing, cooking, carpentry, tanning, brick laying, pottery, etc? Please note name and skills:

_____

_____

_____

14) Please, add other information and data useful for future planning:

_____

_____

_____

_____

_____

_____

Thank you for your cooperation.

BOTSWANA NATIONAL LITERACY PROGRAMME
DEPARTMENT OF NON-FORMAL EDUCATION

DAEO'S DISTRICT REPORT

1. NUMBER OF L.A's: _____ M F
2. NUMBER OF LGLS: _____ M F
3. NUMBER OF LEARNING GROUPS: _____
4. TOTAL NUMBER OF LEARNERS _____ M F
5. LOCATION OF LITERACY CLASSES:

TOWN	
VILLAGE	
SETTLEMENTS	
CATTLE POSTS	
OTHERS	
TOTALS	

6. MEETING PLACE$):-

	NUMBER OF GROUPS		
	G	S	P
PHYSICAL SETTING			
ACCESSIBILITY TO LOCATION			
TOTALS			

COMMENTS ABOUT DROP-OUTS: _____

_____

_____

7. LAST LESSON OBSERVED:

	No. of Learners
P1 (1-10)	
P2 (11 - 21)	
P3 (11 - 32)	
P4 (33 - 45)	
P5 (46 -)	
TOTALS	

8. TOTAL NUMBER OF LESSONS TAUGHT IN A MONTH

	No. of learners
PRIMER 1	
PRIMER 2	
PRIMER 3	
PRIMER 4	
PRIMER 5	

9. TEACHING PERFORMANCE G/ S/ P

COMMENTS: _____

_____

_____

_____

10. GROUP ACTIVITIES: _____

_____

_____

_____

_____

_____

_____

11. LEADER/LEARNER INTERACTION:

	G	S	P
LEARNER PARTICIPATION IN LESSON			
FRIENDLY ATMOSPHERE			

12. INFORMATION ON RELATED GROUP ACTIVITIES: _

_____

_____

_____

_____

_____

_____

_____

_____

13. CONCLUDING COMMENTS:

_____

_____

_____

_____

_____

_____

_____

G = GOOD, S = SATISFACTORY P = POOR

DATE: _____ DAEO's Signature: _____

LG 16

BOTSWANA NATIONAL LITERACY PROGRAMME
DEPARTMENT OF NON-FORMAL EDUCATION

DAEO'S FEEDBACK CHECKLIST

	REPORT BY LA	COMMENTS BY DAEO
1. TRANSPORTATION		
2. MATERIALS - SUPPLY - DISTRIBUTION - UTILIZATION - STORAGE		
3. ACCOMMODATION		

	REPORT BY L.A.	COMMENTS BY DAEC
4. POSTINGS		
5. SALARY		
6. MORALE (PROBE)		
7. TRAINING		

	REPORT BY L.A	COMMENTS BY DAEO
8. ADMINISTRATION		
9. SUPERVISION		
10. RECORD KEEPING		
11. INITIATIVE/ RELIABILITY		

	REPORT BY L. A	COMMENTS BY DAEO
12. WORK PLAN FOR NEXT MONTH/PERION		

PARTICIPATION OF GROUPS IN EXTENSION ACTIVITIES

1. AGRICULTURE: _____

_____

_____

_____

_____

2. HEALTH AND NUTRITION: _____

_____

_____

_____

13. ,OTHERS: _____

_____

_____

_____

Date: _____ DAEO's Signature: _____

BOTSWANA NATIONAL LITERACY PROGRAMME
DEPARTMENT OF NON-FORMAL EDUCATION

LA'S GROUP OBSERVATION SHEET

I. BACKGROUND

1. Name of LGL _____ District _____
2. Name of LA _____ Cluster No. _____
3. Sex distribution in class: Male _____ Female _____
4. Number of participants Present _____
5. Number of participants in the Register _____
6. Session started _____ Session ended _____
7. Lesson number taught _____
8. Did the group of learners have to wait for the LGL to arrive? Yes ____ No ____
9. Was there any LGL informal contadt with learners before starting the session? Yes _____ No _____

II. TEACHING METHODOLOGY

(a) Correction of homework and/or revision done/not done.

(b) New materials:-

	Good	Fair	Poor	Not done	Not applicable
(i) Introduction to new materials					
(ii) Picture/Discussion					
(iii) Key words/Sight					
(iv) Key words/Sound					
(v) Syllables/Oral					
(vi) Syllables/Flannel-graph					
(vii) Syllables/Vowels					
(viii) Making new word(s) from the syllables					
(ix) Reading and problems					
(x) Writing/new syllable (or new element)					
(xi) Writing/Sentences					

(c) Teaching of Numeracy

Good	Fair	Poor

Comments: _____

_____

_____

_____

III. SOCIAL INTERACTION

10. Interaction with learners

(a) POSITIVE

		Frequently	Some time	Not at all	Not applicable
(i)	Stimulate participation of all learners				
(ii)	Gives special attention to slow learners				
(iii)	Respects the learners experiences				
(iv)	Explains carefully				
(v)	Waits for a response after a question				
(vi)	Assist learners to solve problems within the group				

(b) NEGATIVE

		Frequently	Sometimes	Not at all
(i)	Harsh			
(ii)	Shouts at learners			
(iii)	Looses temper easily			
(iv)	Talks down to learners			
(v)	Interrupts			
(vi)	Deals with fast learners only			
(vii)	Shy			

11. How did the LGL react to your visit?

12. How did the class react to your visit?

13. Do you suspect that the LGL had chosen the lesson to impress you? Yes No

Comments: _____

_____

_____

14. List below the instructions and advice you gave the LGL:

(i) Instructions: _____

_____

_____

_____

(ii) Advice: _____

_____

_____

_____

15. Please go through your comments with the LGL and discuss the contents of this observation form

Name of LA: _____

Date: _____

3.6 Preliminary Guidelines on Monitoring

Directorate of Adult Education (DAE), Ministry of Education and Social Welfare, New Delhi 1978

Based on the Deliberations of the All India Seminar on Monitoring the NAEP.

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NAEP—Its Monitoring

The Schedules:

I.1. Village Information Schedule

II.1. Learner Information Schedule

II.2. Monthly Progress Report Proforma

Appendix I

List of Schedules/Proforma

NAEP—Its Monitoring

The National Adult Education Programme (NAEP) is to be launched in the country from October 2, 1978 with the objective of covering 10 crore illiterate adults in the age group of 15-35 during a five year period by a process of education which will :

—*make them critically aware of the environment around them;*

—*give them opportunities to raise their functional competence to change the environment; and*

—*enable them to pursue a course of literacy instruction.*

Thus, NAEP has both qualitative and quantitative dimensions. Promotion of one to the exclusion of the other will be against the very concept of NAEP and this is being widely disseminated at public/political forums, in discussions among academicians and practitioners of adult education, in seminars, conferences and workshops organised at National, State and lower levels. In order that this concept gets translated into a meaningful programme, preparatory work was initiated by strengthening administrative and organisational structures at appropriate levels, by evolving strategies for organising training programmes for the functionaries who will be responsible for implementing adult education programmes at various levels, and by offering them guidelines for preparing materials

to be used in the Adult Education Centres, and in several other ways. Another area which required considerable thought pertained to the field of monitoring and evaluation so that the way in which the programme was implemented got regulated to achieve the desired goals. A well-conceived system of monitoring will permit to identify the flaws in the operation of the programme and permit introduction of suitable correctives so that the direction given to the programme is commensurate to the goals and the achievement of objectives is ensured.

In order to evolve a suitable system and mechanism for monitoring and evaluation of this massive adult education programme, the Directorate of Adult Education which is the National Resource Centre on all matters concerning Adult Education, organised a four-day All India Seminar on Monitoring and Evaluation in collaboration with the Council for Social Development at New Delhi from August 28 to 31, 1978. The Seminar participants were drawn from Universities and Research Institutions, Voluntary Organisations, State Resource Centres, Bureaux of Economics & Statistics in the States, Planning Commission, Indian Council of Social Science Research, NCERT, Ministry of Education & Social Welfare, Council for Social Development, Directorate of Adult Education and other bodies. The Seminar participants discussed in the four Working Groups various matters related to the monitoring and evaluation of this programme in depth.

The topics that the four Working Groups discussed covered Formative Research, Concurrent Monitoring, Quick Appraisals and the problems connected with the Management Information System. Background papers on the relevant themes were circulated raising several issues connected with the field of monitoring and evaluation and required instruments for developing a sound Management Information System for the NAEP were also made available to the participants. The idea was that the Seminar will help in evolving specific guidelines for monitoring and appraising the progress of the NAEP and evolve suggestive instruments, proformae, schedules, questionnaires, tests that could be used for furnishing information and data at various levels

to record the progress, problems and suggestions for improving the programme operation and increasing its afficacy through suitable steps necessary. The four working groups made a number of suggestions and accepted a number of proformae that could be used by instructors, supervisors, project officers for reporting the state of functioning of each project to higher level authorities at the State and National levels. A list of such proformae is appended (Appendix I).

While the Report of the Seminar will give the details of the discussions in each of the four Working Groups, and the total number of questionnaires/Schedules/Proformae that have emerged as a result of the deliberations in the Working Groups. What is intended here is to present to the project personnel a set of three proformae whose application is considered immediately necessary. It will be seen that the use of these proformae has to be made before the starting of the Centres for the purpose indicated in the information sheet attached to each. The number at the top of the proforma is in keeping with the number given to the four Groups viz., Formative Research, Concurrent Monitoring, Quick Appraisal and Management Information Systems. (Appendix I). Proformae I. 2, II.1 and II.2 have their immediate relevance. The note preceding the proformae explains the importance why its administration/application is necessary. It highlights the objectives, the agency that will be collecting the data, the areas covered by each schedule, the linkages that will be possible to be made with other data, the amount of flexibility with which the proforma can be modified and the items on which changes can be introduced and other logistical details. The periodicity of reporting, filling the proforma is also suggested in the note attached to each proforma and the manner in which the collected data is to be utilised.

It may be noted that the Seminar recommended a system of monitoring the programme under an overall Management Information System (MIS) which will help the concerned agencies in evolving guidelines and basic proformae and techniques of monitoring and evaluation with a view to reduce wastage and improve the quality of the programme. The Directorate of Adult Education is expected to coordinate the Management Information System with the support and help of other agencies and field

level personnel so that the needed feedback is possible to be given both to the Central Government and to the implementing agencies.

It is therefore urged that steps be taken to see that the administration of the attached proformae as suggested is done as early as possible keeping in view the utility that these have for the programme. The other proformae have been included in the final report of the Seminar which is being separately printed. It has been the view of the Seminar as also of the Directorate that before the proformae are used widely, it would be advisable to try them out, pre-test them for their suitability, and modify them in the light of experience gained. A review of the instruments suggested in the Seminar will have to be done by a team from the Directorate of Adult Education in consultation with the State authorities, State Resource Centres and wherever feasible institutions for higher education and research.

The use of these proformae is not limited to the purpose of reporting to higher levels but it should be also helpful in understanding and analysing the strengths and weaknesses, achievement of targets and shortfalls, reasons for non-achievement if any, etc.—in other words a self-appraisal of what is happening in the field. The entire exercise is directed to having continuous improvement in the programme and facilitating the achievement of the goals as laid down for the programme.

It is hoped that your cooperation will be forthcoming in substantial measure and maximum use will be made of the guidelines contained herein for initiating a system of monitoring that has to be provided for, at each level—the village, block, district, State and the Nation.

We would be grateful to receive comments and suggestions for improvements of the tools presented here on the basis of the experience of their application by Adult Education Directorates in the States and Union Territories, the State Resource Centres, educational institutions, research bodies, Project administrators, voluntary agencies and all concerned with the implementation of the programme.

New Delhi, A.K. JALALUDDIN
September 20, 1978. *Director*

I.1

VILLAGE INFORMATION SCHEDULE

I.1. Village Information Schedule

1. *Objectives:* To gather information about the village before the start of the programme and to identify the following:

   - General information regarding the village.
   - Facilities and resources available in the village viz., institutions, programmes and functionaries.
   - Economic, social and cultural activities.
   - Associated needs and problems of the people.

2. *Data Collecting Agency:* Supervisor with the help of instructors or village leaders.

   Respondents—Secondary Sources and Block Officials, Bank Officials and Local Leaders.

   Frequency—before the beginning of a programme.

   Analysis—project officer with the help of supervisors within a month of collection of data.

3. *Linkages*—The Schedule nos. I.2, I.3, I.4 and also proformae for concurrent monitoring will provide linkages. (See full report).

4. *Flexibility*—Items 7 and 13 allow for flexibility and variations at local/district/state levels.

5. *Logistics*—As available with Project Officers for movement and collection of data.

I.1. Village Information Schedule

Date of filling the schedule ——————————

(From Block authorities, Bank Personnel, Panchayats and other authorities and groups of villagers)

1. Name of the Village——————————
2. Name of the Block——————————
3. Name of the District——————————
4. Location, code number according to 1971 census (to be obtained from Revenue Clerk) ——————
5. Language of the region——————————
6. Language/dialect of the locality——————————
7. Total Population: 1971——— 1978 (estimated)———
8. Nearest Service Agencies/Facilities available:

S. No.	Facility/Agency	Location and Distance		
		Within the village (YES/NO)	Outside the village	
			Place (WRITE NAME)	Distance from the village (Km.)
(1)	(2)	(3)	(4)	(5)
(a)	Hospital/Dispensary/ Primary Health Centre .			
(b)	Indigenous medical system–dispensary .			
(c)	Panchayat . . .			
(d)	Post Office . . .			
(e)	Block Office . .			
(f)	Commercial Bank .			
(g)	Market/Town . .			
(h)	Pucca Road . .			
(i)	Village level workers' office			
(j)	Cooperative Societies .			
(k)	Primary School . .			
(l)	Balwadis/Nursery Schools . . .			
(m)	Madarasas/Pathshalas .			
(n)	Middle School . .			
(o)	High/Higher Secondary School . . .			
(p)	Polytechnic/Industrial Trg. Instt. . . .			
(q)	Adult Edn. Centre .			
(r)	Public Library/Reading Room			

9. List of functionaries of different departments (to be completed with the help of Sarpanch/Block Office)

Designation of the Functionary	Residence		
	Within the Village (YES/NO)	Outside the village	
		Place (WRITE NAME)	Distance from the village (Km)
(a) Village Level Worker .			
(b) Community Health Worker			
(c) Primary School Teacher			
(d) Patwari . . .			
(e) Patrol			
(f) Tubewell Operator .			
(g) Others (specify) . .			

10. List of local resource persons who can be mobilized for adult education work, including skilled persons like artisans, folk artists and progressive farmers.

_____

_____

_____

_____

11. Main economic activities:

(a) Main occupations of the people in the village

1————2————3————4————

(b) Main crops of the area

1————2————3————4————

(c) Main products of the small scale/cottage industries/artisans.

1————2————3————4————

(d) Main items of daily consumption

1————2————3————4————

12. Main social/cultural activities:

(i) Is there any:

(a) Youth Club .....

(b) Mahila Mandal .....

(c) Sports Organising Association Club .....

(d) Cultural Activities Association Club .....

(e) Community Radio .....

(f) Charcha Mandal .....

(g) Chetna Sangh .....

(h) Any other (specify) .....

(ii) Give names of the main social/cultural activities of the area:

(a) Sports .....

(b) Dance, drama, music, etc.....

(c) Any other (specify) .....

13. If there is any facility for adult education/nonformal education in your village/mohalla/town, give information :

Name of the programme	Name of the agency organising the programme	Age group for which the programme is meant	No. of centres	No. of participants
				Male: Female

14. Is there any facility for starting adult education in your village Yes.....No.....If yes, Describe.....

15. Are the following programmes/benefits available to the village :

	Yes/ No	Problems in receiving these (WRITE)
(a) Small & Marginal Farmers Development Programme (SFDA)		
(b) Integrated Tribal Development Project (ITDP)		
(c) Integrated Child Development Scheme (ICDS)		
(d) Rural Development Project		
(e) Loans for cottage industries/ artisans from Govt. or bank		
(f) Benefits from lead bank and the type of clientele benefitted		
(g) Craft training		
(h) Allotment of land to SC/ST		
(i) Exemption of land revenue		
(j) Drought Prone Area Programme (DPAP)		

16. What specific facilities are provided by the Block Development Office for the development of :

(a) Agriculture .....

.....

.....

.....

.....

(b) Industry .....

.....

.....

.....

(c) Artisans .....

.....

.....

(d) Health—Drinking Water—Communication—Electricity, fuel .....

.....

.....

(e) Education .....

.....

.....

(f) Marketing

.....

.....

(g) Any other (specify) .....

17. Suggestions for improvement/development of the area

(a) .....

(b) .....

(c) .....

II. 1
LEARNER INFORMATION SCHEDULE

II.1—LEARNER INFORMATION SCHEDULE

The entire programme is learner-centred. Unless the changes take place in the learner on the basic elements of social awareness, functionality and achievements in literacy skills, the programme cannot be considered meaningful. For measuring the changes in the learner, it would be essential to have some minimum information that would permit an analysis of the changes at various periods of time by the instructor himself or by anyone intending to evaluate the gains of the programme on the learner. As such, a Learner Information Schedule is designed. The following objectives are expected to be served by this Schedule :

OBJECTIVES

(i) The information will serve as a bench mark data for determining the attainments and achievements from the inception, through the course duration and at the termination of the programme.

(ii) It will also help in preparing a small profile of the learners on the basis of which the teacher and the supervisory staff will be able to place the learners' needs and interests in view in organising a suitable programme.

AGENCY COLLECTING THE DATA

The organiser in-charge of the centre will collect this information through personal interview/observation of the learner. Each learner in the class individually will form the category of respondent for the purpose of obtaining information on the items included in the Schedule.

THE SCHEDULE : AREAS COVERED

A. *Socio-economic Background*—This includes the family size, Educational status, literacy level, occupation, etc.

B. *Social Awareness and Attitudes*—Learners awareness and attitudes towards the facilities and institutions available in the area of economic welfare, health and family welfare, his rights and duties as a citizen, his general information level, etc.

C. *Functional Skills*—Suggestive questions on learner as a a producer and as a citizen. Areas like learner as a consumer, as a member of the family, etc. could be covered too.

D. *Instructor's Assessment of the Learner*—Learner's position in the community, leadership, motivation for family and community improvement.

LINKAGES WITH OTHER DATA

The data collected through this Schedule will form a basis for subsequent comparison of gains and will be needed for knowing learner's progress and for evaluating the impact on them after the conclusion of the course.

PROFORMA AND ITS FINALIZATION

The Learner Information Schedule prepared by the DAE given at Appendix II formed the basis for elaboration. The revised version is attached. It will be pre-tested before being finalised. The Project Officer at the district level will adapt/adopt it. The portions 'B' and 'C' of the Schedule could be modified depending on local situations.

LOGISTICS

It would be useful if the information is collected after establishing rapport and through informal, personal discussions.

II. LEARNER INFORMATION SCHEDULE
(Bench Mark Data)

Batch No.....Village/Locality.....Name of the centre.....

Centre started on..... Block.....

Location of the centre .....District.....

Name of the learner Km./Smt./Shri .....Daughter/wife/son of .....

A. SOCIO-ECONOMIC BACKGROUND

1. Age (in years) .....

2. Occupation :

   —Main .....

   —Subsidiary .....

3. Marital status .....

4. Family size .....

5. How many members in your family are literate ?

   Male.....Female .....

6. How many members of your family are illiterate in 15-35 age group ?

   Male.....Female .....

7. How many children between 6-14 age group are there who are :

   —not going to school

   —studying at home

   —studying at NFE centre

   —not applicable

   —any other (specify)

8. Have you ever attended a school ?

   Yes/No

   If yes,

   —For how long (months/years)?.....

   —How long back ? .....

   —Reasons for leaving study .....

9. Have you ever attended an adult education class earlier at any time ?

Yes/No

If yes.

—How long back ? .....

10. What do you expect to gain by joining this centre now?....

.....

11. Literacy level

(Score for each learner to be given on the basis of a simple test to be devised in each language).

B. SOCIAL AWARENESS AND ATTITUDES

12. Please indicate which of the following facilities are available to you and if you ever availed of these.

	Facilities for	Are you aware of (answer yes or no)	Have you/your family ever availed (answer yes or no)	If no, why could you not ?
	1	2	3	4
HEALTH	1. Child care			
	2. Nutrition			
	3. Immunization			
	4. Free medical aid			
	.....			
	.....			

	1	2	3	4
AGRICULTURE	1. Improved seed 2. Fertilizer 3. Pesticides _____			
COOP. SOC.,	Loans from banks Loans from Coop. Societies			

13. What are the very common diseases with which you or your family members have suffered during the last one year ?
    (a) List the diseases—
    (b) What did you do then ?
        —Treated with indigenous medicines (roots/leaves/ seeds, etc.)
        —Went to private hakim/vaid/ doctor
        —Went to Govt. Dispensary
        —Treated with 'mantras' (magic words)
        —Did not do anything
        —Any other
14. Whom do you usually call for performing delivery in your family ?
        —Village Dai
        —Experienced women
        —Availed hospital facility
        —Any other
15. During pregnancy do the women ever go for medical checkup ?

    Yes/No

16. In your opinion how many children will constitute a happy family ?

Male.....Female.....

17. Have you ever been inoculated ?

Yes/No

If yes, on whose advice

—self

—others (specify)

—Dont' remember

18. What is the minimum age for casting vote ?

.....years

19. Have you ever cast your vote in the elections ?

Yes/No

20. Have you ever been to a big town ?
(other than nearby town)

Yes/No

If yes, name .....

21. How many times you visited the nearby town during the last one year ?

.....

22. Are you member of the following :

—Panchayat	Yes/No
—Yuvak Mandal Dal	Yes/No
—Bhajan Mandali	Yes/No
—Mahila Mandal	Yes/No
—Cooperative	Yes/No
—Any other	

23. How much education would you like to provide to your

—son

—daughter

24. At what age should a son or a daughter be married ?

—son

—daughter

25. What is the minimum age for marriage prescribed under law ?

—for boys	.....	years/D.K.
—for girls	.....	years/D.K.

26. In case you have a few hundred rupees saved, where would you like to keep this money ?

—at a secret place in the house

—with some reliable person, who has a safe

—bank

—any other (specify)

27. Do you have any saving account in Post office/Bank ?

Yes/No

28. If you are in urgent need of some money immediately, from where shall you borrow it ?

—from relatives and friends

—neighbour

—village trader

—money lender

—any other

29. Can you recite the first line of our National Anthem ?

Yes/No

30. Which colours are there on the National Flag ?

31. What is the name of your District.....State/Union Territory.....

32. When did we achieve independence ?.....

33. Name the three

—Our President .....

—Prime Minister .....

—Chief Minister .....

C. Functional Skills

34. What are the high yielding varieties common in your region for

—Wheat .....

—Rice .....

—Pulses .....

35. Are you able to get higher or lower or average yield on your lands than the average for the village ?

Higher/lower/average/Don't know

36. If lower, what difficulties do you experience

(i) Non-availability of physical inputs

(ii) Non-availability of technical information

(iii) Any other (specify)

37. Out of the following choices which one would you prefer while casting your vote in local elections ?

(i) candidate of own caste

(ii) candidate of own religion

(iii) rich candidate

(iv) educated person

(v) none of the above

38. If there is a dispute regarding your land, whose immediate assistance would you seek?

—enquiries from Patwari
—enquiries from Pardhan
—Tehsildar
—Lawyer

39. What wages are given to the landless labourers in the village?

Rs..... monthly/daily

40. Do you know what is the minimum wage per day fixed for a landless labourer of your village ?

Yes/No

D. Instructor's Assessment of the Learner

41. The learner's motivation for self-improvement

—High
—Average
—Low

42. The learner's position in his/her community

—Leader
—Respected individual
—Ordinary person

43. The learner's desire for education of his/her children

—High
—Average
—Low

44. The learner's desire for improving the condition of his/her community

—High
—Average
—Low

45. Does the learner come from

—Better off group
—Middle level group
—Very poor section of population

Date..... Signature of the Instructor

II. 2
MONTHLY PROGRESS REPORT
of
Adult Education Centres

II.2—Proforma for Monthly Progress Report of Adult Education Centres

Objectives

(i) To report to the Project Officer on the day-to-day functioning of the centres.

(ii) To report the content covered.

(iii) To bring to the notice of the supervisor/Project Officer the problems encountered for which immediate solution is needed.

(iv) To highlight the project support needed for meeting needs expressed by the participants.

Agency for Data Collection and Analysis

The instructor will fill in the form original and two carbon copies everyday after the class. At the end of the month, the Schedule will be completed and two copies will be passed on to the supervisor who will send one copy to the Project Officer.

Areas Covered

(a) Timing of the class
(b) Total enrolment
(c) Number of participants who attended the class
(d) Lessons taught
(e) Activities conducted
(f) Problems encountered in running the centres.

Proforma and its Modification

The attached proforma will be filled in at the end of the class everyday from the Attendance Registers and other records kept in the centre.

The Project Officer/supervisor will be responsible for:—

(a) modifying the proforma, if necessary, according to the local conditions;

(b) training the instructors to complete the proforma in the proper manner;

(c) collating the data received from all the centres:

(d) ensuring accurate reporting; and

(e) taking any corrective actions, if needed.

Based on the Bench Mark Survey, assessment of learner's progress may be made twice; the first as mid-term assessment after about 5 months of project operation and the second as the final assessment at the end of the programme. However, the instructor may make assessment of literacy skills achieved periodically so as to enable him to improve his teaching, determine the effectiveness of the teaching/learning materials. Among the skills which the instructor is expected to acquire during his training is the ability to 'effectively evaluate the progress of individual learners as well as of the group and the extent of community involvement in the process'. (A Handbook on Training of Adult Education Functionaries).

Monthly Progress Report of Adult education cebtres

1. Name of the village/Locality.....
2. Name of the block/Mohalla.....
3. Name of the centre-in-charge.....
4. Month.....
5. Year.....
6. Total enrolment :

   Male SC/ST.....Others.....

   Female SC/ST.....Others.....
7. Day-to-day activities.

(TO BE FILLED IN EVERYDAY)

Date	Activities* conducted	Local Resource Persons utilized	Lessons taught, if any	No. of learners who attended			
				M		F	
				SC/ ST	Others	SC/ ST	Others
1							
2							
3							
3							
.							
.							
31							
Total	**						
Average**							

Note : * Be as elaborate as possible.

**Not to be completed by the instructor.

(TO BE COMPLETED AT THE END OF THE MONTH)

8. Problems in running the centres during the month—

   (a) availability of teaching-learning materials.....

   .....

   (b) Availability of assistance from other agencies (like agriculture, credit banks, etc.).....

   .....

   (c) availability of support/cooperation from the community.....

   .....

   (d) drop-outs and reasons for dropping out.....

   .....

Date..... (Signature of the Instructor)

Appendix I

List of Schedules/proformae prepared in the All India Seminar on Monitoring the NAEP

Group I	*Title/Purpose of the Instrument*	*Information Content*	*Instrument*	*Source of Information*
1	2	3	4	5
Formative Research				
I.1	Village Information Schedule	Resources, facilities Socio-economic profiles, Basic problems etc.	Schedules	Supervisors
I.2	Needs and Problems Survey Schedule	Needs and problems of motivation, SES of Potential Participants	Schedules	Instructors/ Supervisors
I.3	Availability of Reading materials	Teaching, learning materials	Schedules	Instructors/ Supervisors
I.4	Suitability of written Materials and Visuals	Evaluation of Instructional materials	Schedules	Instructors/ Learners
I.5	Suitability of Curriculum	Existence of curriculum in relation to problems	Schedules	Project Officers/ Supervisors/ Instructors
I.6	Suitability of Materials for Training	To examine suitability of training programme	Schedules	Supervisors/ Instructors.

The Directorate of Adult Education is the acadmic and technical wing of the Ministry of Education and Social Welfare in respect of matters relating to adult education programmes at the all-India level. It functions as the National Resource Centre for Adult Education and assists in the formulation, implementation, coordination and evaluation of programmes initiated by the Government of India.

Latest publications on the NAEP

- ☐ National Adult Education Programme—An Outline.
- ☐ Summary of the Report of the Working Group on Adult Education for Medium Term Plan : 1978—83.
- ☐ National Adult Education Programme : Training of Adult Education Functionaries—A Handbook.
- ☐ Monitoring, Evaluation & Research.

Some earlier evaluation studies, reports, etc.

- ☐ Guide for Evaluation.
- ☐ Keep in Mind—a folder on Testing.
- ☐ Pilot Evaluation Study of Farmers, Training & Functional Literacy in Lucknow District.
- ☐ A Quantitative Evaluation of the Effectiveness of Pilot Rural Agricultural Television Project, Delhi.
- ☐ Krishi Darshan (Agricultural Television Project), Delhi: Report of an Evaluation Study.
- ☐ Shramik Vidyapeeth—First Evaluation Study.
- ☐ Polyvalent Adult Education Centre (Shramik Vidyapeeth), Bombay : Second Evaluation Study.

Further enquiries may be made from the

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4. Learner Assessment Systems

4.1 Literacy Learner Assessment

National Centre for Literacy and Adult Education, Ministry of Community Services, Lilongwe 1986

The Literacy Learner Assessment System was introduced in 1986.

GOVERNMENT OF MALAWI

NATIONAL ADULT LITERACY PROGRAMME

LITERACY LEARNER ASSESSMENT

INTRODUCTION

WITH THE LAUNCHING OF THE National Literacy Programme in 1986 whose objectives are;

(a) to increase the attainment and use of literacy skills so as to sustain the process of learning and lifelong education for some 2,000,000 rural adults by the year 1990.

(b) to assist in achieving government development objectives by enabling rural adults particularly smallholder farmers take full advantage of modern simple but effective farming techniques to increase their overall agricultural productivity; and attain improved health habits and practices, better family life and community living and foster national integration through education; and

(c) to improve the status, general knowledge and technical skills of rural people especially smallholder farmers by making them receptive to innovations – it is essential that we evaluate the progress being made to know whether we are achieving the stated objectives. Learner assessment is one of the ways of assessing the programme.

Literacy Levels in Learner Assessment

The literacy attainment levels are based on the philosophy of the hierarchical attainment of the skills of reading, writing and arithmetic. That is understanding syllables, words, sentences, punctuation and paragraphs; mathematical symbols, figures, place value, etc. Levels of attainment are intended to determine who is literate and who is not.

The literacy levels indicate the different stages of the literacy skills abilities of the learner in reading, writing and arithmetic. In each level, the literacy learner is expected to demonstrate the following abilities:

Level I:

This is the stage when the literacy learner is in the initial stages of recognising the written symbols: he can read and write with some difficulty syllables and simple Chichewa words and also he can recognise, read and write mathematical signs of addition and subtraction and add or subtract one figure numbers.

Level II

At this stage he will have consolidated the knowledge and skills of level I and upgraded it to level II. The literacy learner will be able to read, comprehend and write correctly basic Chichewa words, short simple sentences and a simple short paragraph containing simple words with short sentences. In arithmetic he can do simple additions and subtractions of numbers with not more than two digits and he can divide and multiply numbers with only one digit. He can also solve simple mathematical problems which involves simple additions and subtractions of numbers with one digit.

Level III:

In level III, the literacy learner is able to demonstrate advanced skills in reading, writing and arithmetic. He can read and write comprehension questions of any simple Chichewa passage that is given to him. In computation he is able to read and solve mathematical problems which involve simple additions, subtractions, multiplications and divisions.

Any literacy learner/person whose literacy skills have reached level II or level III is declared literate.

Who is Literate?

A literate person is the one who can read and understand words, sentences and a small paragraph of a given passage. He should be able to write legibly a short paragraph dictated to him; and should also be able to compute simple sums of addition, subtraction, multiplication and divisions and do simple mathematical problems. Such a person would have attained at least level II.

INSTRUCTIONS FOR THE SUPERVISOR

1. Assessment should be given after finishing both Chuma ndi Moyo and Tigawane Nzeru which is approximately 10 months.

2. The necessary preparations before an assessment is carried out;
   - (i) make an assessment of all the classes that are ready to take the test;
   - (iii) inform the participants, instructors and local leaders of the need for learner assessment and decide the date when the assessment will take place;
   - (iv) carry out an orientation course for instructors on how to administer learner assessment;
   - (v) supervise the administration of the test in all classes under him and give the necessary help whenever necessary.

3. The test sequence should be as follows: reading, dictation, comprehension and arithmetic. The test should take at least 3 hours.

   When the tests have been conducted he should ensure that all the test scripts from all the classes have been collected and that instructors have correctly filled in the score sheet.

Marking Learner Assessment

(a) **Kuŵerenga (LAR/2)**

Section A		**Total**
For each correctly read word award 2 marks	–	10
Section B		
For each correctly read word award 2 marks	–	12
Section C		
For each correctly read word award 4 marks	–	48
Level II	**Total**	70

(b) **Reading with Comprehension (Kuŵerenga ndi kuyankha Mafunso).**

Question	Answer	–	Marks
1	Suga ndi Mchere	–	10

Question	Answer		Marks
2	Mchere – Chitsekero chimodzi cha Fanta	–	
	Suga Zitsekero zisanu ndi zitatu za fanta.	–	10
3	Timathandiza kubwezera madzi omwe akutayika potsekulapo	–	10
	Level III Total		30
	Grand Total	=	100

(c) **Lembetso (Dictation)**
The marking will be done according to:

Criterion			**Marks**
(i) Spelling	:	5 marks for each correctly written word –	60
(ii) Punctuation	:	2 marks for apostrophe 1 mark for each full stop –	4
(iii) Joining of words	:	2 marks for each disjointed pair of words	24
(iv) Capitals	:	5 marks for each capital –	10
(v) Neatness	:	general neatness	2
		Total	100

NB.: The level will be determined by the mark.

(d) **Arithmetic (LAA)**

Level II		**Marks**
(i) Questions on simple additions and subtractions (i.e. questions 1 and 2) each carries 2 marks	–	16
(ii) Questions on simple multiplication and division (questions 3 and 4) each carries 3 marks	–	24
(iii) Simple problems 1 and 2 each carries 15 marks	–	30
Level III		
(iv) Part (a) and (d) each carry 5 marks Part (b) and (c) each carry 10 marks	–	30
Total		100

Correct answers to LAA

Leve II Sums		14	16	30	33
		2	8	30	10
		3	3	11	1
		12	14	2	49
Problem	1	16			
Problem	2	4			
Level II Problem	3 (a) 130	(b) 262	(c) 250	(d) 162	

Attainment of Levels

Each learner is placed in different literacy levels by using the following criteria:

(a) **Level I**
The literacy participant is placed in level I if he gets less than 40 marks in reading, writing and arithmetic and/or has attended not less than 128 class sessions or 80% of the 10 months.

(b) **Level II**
A level II participant will have to score between 41 – 70 marks in reading, writing and arithmetic.

(c) **Level III**
The literacy participant is placed in level II if he scores between 71 – 100 marks in reading, writing and arithmetic.

How to enter marks in the Score Sheet

1. Transfer the marks for the reading skill (LAR/2) from the learners scripts to the score sheet LA/SH as follows:
   (a) Reading Skill.
      (i) Write the level achieved by each participant in the appropriate boxes.

      (ii) The value of the levels are as follows:

Level I	0	–	40 marks
Level II	41	–	70 marks
Level III	71	–	100 marks

   (b) Writing Skill (LAW)
      (i) Enter the marks for the skills acquired in writing from instrument LAW, find the total mark and then indicate the levels as above.

   (c) Arithmetic skill
      (i) Transfer the scores from the LAA test scripts to the score sheet and again indicate the level attained by each participant.
2. Find the grand total mark for reading, writing and arithmetic. Find the average mark by dividing by 3 and indicate the final level attained by each participant.
3. Finally find the totals at the bottom of the score sheet.
4. Repeat the above process for all the classes.

Summary for All the Classes by Using the Learner Assessment Summary Sheet (LA/SS)

1. Transfer the summaries of the levels achieved of the males or females of each class separately to LASS/6 (a) and (b).
2. Write the total number of not literate and declared literate candidates.
3. Finally find the total at the end.
4. Work out the summary of the levels achieved of both male and female on another separate sheet of LASS/6 (c).

Learner Assessment Summary Sheet 7 (LASS/7)

1. Make a summary of the total number of participants
   (a) enrolled
   (b) enrolled and (i) assessed
   (ii) not assessed
   (c) assessed not in the programme
   (d) declared (i) not literates
   (ii) literates.

2. Find the totals at the end of LASS/7.

   N.B.: Use the instrument on LASH/5 for each class to get the information required.

Learner Assessment Summary Sheet 8 (LASS/8)

1. Find the total number of participants according to age groups using LASH/5 for each class.

2. Find the total at the end.

NOTES:

When the Project Officer (FLP) consolidates the Learner Assessment results in his area he should use the same LA/SS forms as the Supervisor but in triplicate so that:

1 remains in his office;
1 is sent to the R.C.D.O.
1 is sent to the National Centre.

The LASH/5

The LASH/5 should be filled in duplicate by the Supervisor. One should remain with the Supervisor (office) and one is for the Instructor.

The LASH/5 contains very important statistical information and as such it should be kept safely.

Similarly the LASS/6 – LASS/8 should be filled in duplicate:

1 for the office
1 for the Project Officer.

Each centre and project office should open a centre file for learner assessment where all documents pertaining to learner assessment will be kept.

BOMA LA MALAWI
Government of Malawi

SUKULU ZAKWACHA
National Adult Literacy Programme

MAYESO A OPHUNZIRA
Learner assessment (Tests)

LAR/1
Learner Assessment Reading, section 1

KUWERENGA
Reading

A.	**Munda** garden/field	**fetereza** fertilizer	**ukhondo** hygiene/ cleanliness	**chikondwerero** celebration/ festivity	**nkhokwe** grain-store

B. **Mwana wagwa panjinga.**
A Child has fallen from a bicycle.

Kafumbwefumbwe waononga chimanga.
Weevils have spoilt maize.

C. **Munthu waukhondo amayamba wasamba m'manja asanadye chilichonse.**
A clean person washes hands before eating anything.

Amatero pofuna kupewa matenda osiyanasiyana.
He/she does so as to prevent different diseases.

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Government of Malawi

SUKULU ZAKWACHA
National Adult Literacy Programme

MAYESO A OPHUNZIRA
Learner assessment tests

LAR/2
Learner Assessment Reading, section 2

Dzina la Ophunzira
Name of learner

Mwamuna/Mkazi
male/female

Dzina la kalasi
Name of centre/class

KUWERENGA
Reading

(Agwiritse Ntchito m'phunzitsi pochonga mawu ndi ziganizo zowerengedwa molondola)
This is used by the instructor when marking/ticking words and sentences correctly read.

A.

Munda	**fetereza**	**ukhondo**	**chikondwerero**	**nkhokwe**
garden/field	fertilizer	hygiene/ cleanliness	celebration/ festivity	grain-store

B.

Mwana wagwa panjinga.
A Child has fallen from a bicycle.

Kafumbwefumbwe waononga chimanga.
Weevils have spoilt maize.

C.

Munthu waukhondo amayamba wasamba m'manja asanadye chilichonse.
A clean person washes hands before eating anything.

Amatero pofuna kupewa matenda osiyanasiyana.
He/she does so as to prevent different diseases.

Kuwerenga ndi kuyankha mafunso
Reading and answering questions.

Matenda otsegula m'mimba ndioopsa makamaka kwa ana.
Diarrhoeal diseases are very dangerous especially for children.

Mwana atadwala matendawa tingachitepo kanthu tisanapite naye kuchipatala.
When a child suffers from such diseases we can do first aid before going to hospital with the child.

Njira yake nayi: Titenge lita imodzi yamadzi ophitsa.
The method is as follows: We should have one litre of boiled water.

Tithire suga wokwana zitsekelo za fanta kapena za kokakola zisanu ndi zitatu.
Add 8 fanta or coke bottle tops full of sugar.

Tithirenso mchere wokwana chitsekelo chimodzi.
Also add salt one bottle top full.

Tizimumwetsa mwanayo kawirikawiri mpaka atamaliza litayo patsiku.
We should give the child as often as possible until the solution is finished in a day.

Tikatero tithandiza kubwezera madzi amene akutayika potsegulapo.
If we do this, we help the child to regain fluids lost or being lost as a result of the purging/diarrhoea.

1. **Kodi m'madzi opatsa mwana wotsegula m'mimba tithiremo zinthu ziti?**
   What things should we add to water which is given to a child with diarrhoea?

   .....

2. **Nanga zinthuzo zikhale zochuluka motani pa lita imodzi?**
   How much should each of the things be?

   .....

3. **Nchifukwa ninji mwana otsegula m'mimba tizimpatsa madzi oterewa?**
   Why should we give a child with diarrhoea such water?

   .....

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MAYESO A OPHUNZIRA
Learner assessment tests

LAW/3
Learner Assessment Writing, section 3

Dzina la Ophunzira
Name of learner _____

Mwamuna/Mkazi
male/female _____

Dzina la kalasi
Name of centre/class _____

LEMBETSO
Dictation

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MAYESO A OPHUNZIRA
Learner assessment tests

LAR/4
Learner Assessment Reading, section 4

Dzina la Ophunzira
Name of learner _____

Mwamuna/Mkazi
male/female _____

Dzina la kalasi
Name of centre/class _____

MASAMU
Arithmetic

9 + 5 =	12 + 4 =	14 + 16 =	11 + 22 =
5 - 3 =	15 - 7 =	64 - 34 =	17 - 7 =
9 : 3 =	12 : 4 =	88 : 8 =	9 : 9 =
3 x 4 =	7 x 2 =	2 x 1 =	7 x 7 =

1. **A Phiri ali ndi mbuzi 3, ng'ombe 5 ndi nkhumba 8.**
   Mr. Phiri has 3 goats, 5 cattle and 8 pigs.

   Kodi a Phiri ali ndi ziweto zingati?
   How many animals (livestock) has Mr. Phiri?

   .....

2. **Paulo chaka chatha adapeza matumba 4 a chimanga.**
   Paul got/harvested 4 bags of maize last year.

   Chaka chino anathira fetereza ndipo anapeza matumba 8.
   This year he had applied fertilizer and so he has harvested 8 bags.

   Kodi chaka chino anapeza matumba angati kuposa chaka chatha?
   How many bags more than last year has he harvested this year?

   .....

3. **A Banda adali ndi matumba a chimanga amene adagulitsa K 13.00 thumba lililonse, mbatata matumba 6 amene adagulitsa K 2.00 thumba lililonse, ndiponso matumba 4 a nyemba omwe adagulitsa K 30.00 thumba lililonse:**
Mr. Banda had bags of maize which he sold at K 13.00 per bag, 6 bags of potatoes which he sold at K 2.00 per bag, and also 4 bags of beans which he sold at K 30.00 per bag.

(a) **Kodi pa matumba 10 a chimanga a Banda adapeza ndalama zingati?**
How much money did Mr. Banda make out of 10 bags of maize?

.....

(b) **Nanga pa matumba a chimanga 10, a mbatata 6, a nyemba 4, adapeza ndalama zingati zonse pamodzi?**
How much money altogether did he make from 10 bags of maize, 6 bags of potatoes, and 4 bags of beans?

.....

(c) **Akadakhala kuti a Banda sanalime mbatata akadapeza ndalama zingati?**
If Mr. Banda had not planted/grown potatoes, how much would be has got?

.....

(d) **Pa ndalama zonse zomwe adapeza adachotsapo K. 100.00 zomwe adakagula makasu.**
Out of all the money he realised, he used K 100.00 to buy hoes.
Nanga zomwe zidatsala ndi zingati?
What was his balance?

.....

LASH/5

GOVERNMENT OF MALAWI

NATIONAL ADULT LITERACY PROGRAMME

LEARNER ASSESSMENT

Name of class ..... Instructor .....

E.P.A. ..... Supervisor .....

Total No.	Assessed	Not Assessed	Total	Assessed not in the Programme
Men.				
Female				
Total				

No.	Name of Participant	Male	Female	Age	Enrolled continued	Enrolled dropped out	Attendance 80%	Assessed not in the programme	READING				WRITING									ARITHMETIC				READING WRITING ARITHMETIC COMBINED.			
										LEVELS			SCORES						LEVELS				LEVELS				LEVELS		
									% Score	I	II	III	Spelling	Word joining	Punctuation	Capitals	Neatness	% Score	I	II	III	% Score	I	II	III	% Score	I	II	III
TOTAL																													

GOVERNMENT OF MALAWI

NATIONAL ADULT LITERACY PROGRAMME

(a) MEN ONLY

LASS/6

Name of E.P.A. ..... Name of Project Area .....

LEARNER ASSESSMENT SUMMARY SHEET

No.	Name of Class/Place	Total number of Scores for each subject and level									Final Level achieved			Total number Declared	
		READING			WRITING			ARITHMETIC							
		I	II	III	I	II	III	I	II	III	I	II	III	Not Literate	Literate
	Total														

GOVERNMENT OF MALAŴI

NATIONAL ADULT LITERACY PROGRAMME

LASS/6

(b) WOMEN ONLY

Name of E.P.A. ..... Name of Project Area .....

LEARNER ASSESSMENT SUMMARY SHEET

No.	Name of Class/Place	Total number of Scores for each subject and level									Final Level achieved			Total number Declared	
		READING			WRITING			ARITHMETIC							
		I	II	III	I	II	III	I	II	III	I	II	III	Not Literate	Literate
	Total														

GOVERNMENT OF MALAŴI

NATIONAL ADULT LITERACY PROGRAMME

LASS/6

(c) MEN AND WOMEN TOGETHER

Name of E.P.A. ..... Name of Project Area .....

LEARNER ASSESSMENT SUMMARY SHEET

No.	Name of Class/Place	Total number of Scores for each subject and level									Final Level achieved			Total number Declared	
		READING			WRITING			ARITHMETIC							
		I	II	III	I	II	III	I	II	III	I	II	III	Not Literate	Literate
	Total														

GOVERNMENT OF MALAŴI

LASS/7

NATIONAL ADULT LITERACY PROGRAMME

Name of E.P.A. ..... Name of Project Area .....

LEARNER ASSESSMENT SUMMARY SHEET

	Name of class/place	Total number of participants								Declared			
		Enrolled		Enrolled and assessed		Enrolled and not assessed		Assessed not in the programme		not Literates		Literates	
		Male	Female	Male	Female	Male	Female	Male	Female	Male	Female	Male	Female
	Total												

GOVERNMENT OF MALAWI

NATIONAL ADULT LITERACY PROGRAMME

LASS/8

Name of E.P.A. ..... Name of Project Area .....

LEARNER ASSESSMENT SUMMARY SHEET

No.	Name of Class/Place	Total number of participants according to their age groups														
		– 14			15–44			45–64			65+			Total		
		Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total	Male	Female	Total
	Total															

GOVERNMENT OF MALAWI

LASR/9

NATIONAL ADULT LITERACY PROGRAMME

Name of E.P.A. ..... Name of Project Area .....

SUMMARY RESULTS OF THE LEARNER ASSESSMENT

1. Total number of scores for each subject and level

SUBJECT	Level I		Level II & III	
	Men	Women	Men	Women
Reading				
Writing				
Arithmetic				
Total				

2. Total number of participants assessed who were:

(a) enrolled .....

(b) enrolled and assessed .....

(c) enrolled not assessed .....

(d) assessed not in the programme .....

(e) declared not literates .....

(f) declared literates .....

Men	Women	Men and Women

3. Total number of participants assessed according to their age groups:

	-14	15-44	45-64	65+	Total
Men					
Women					
Men and Women					

4.2 Guidelines on Learner Evaluation in the Adult Education Programme

From:

R.S. Matur, **Evaluation of Learning Outcomes. Guidelines on Learner Evaluation in the Adult Education Programme**, Directorate of Adult Education (DAE), Ministry of Education, New Delhi 1985, pp 1-26.

CONTENTS

FOREWORD

- The need for learner evaluation
- Who could do learner evaluation ?
- When can learner evaluation be done ?
- What steps are involved in learner evaluation ?
  - —literacy
  - —norms, procedures for testing and of rating the results in literacy
  - —awareness and functionality
- How will learner evaluation be done ?
- A framework for learner evaluation!

FOREWORD

All educational pursuits result in certain outcomes and through adult education also, definite gains to learners are expected to accrue. While an important aspect of achievement in adult education concerns the acquisition of literacy, including numeracy; achievement has other dimensions also particularly in the areas of functional upgradation and awareness generation. The ultimate purpose of the programme is to enable the participants to become literate and raise their personal, social and affective skills to be better citizens, better economic units and thereby improve their lot.

How to evaluate these gains; who can evaluate the benefits, how and when can the evaluation of learning outcomes be done are some questions to which the present publication addresses itself.

Shri R. S. Mathur, Joint Director and Head of the Monitoring & Evaluation Unit in the Directorate took the initiative to crystallize various ideas and experiences shared with field functionaries on the subject and has brought this volume out in the hope that it will be used by field functionaries to determine the changes and growth in the learners who participate in the programme.

I deeply appreciate his initiative and believe that those Guidelines would help in systematising the efforts relating to learner evaluation. The feedback obtained from the users of these Guidelines would certainly help us not only in modifying the publication but also in raising programme quality.

New Delhi,
September 1, 1985.

S. K. TUTEJA
Director.

EVALUATION OF LEARNING OUTCOMES : GUIDELINES ON LEARNER EVALUATION IN ADULT EDUCATION

The Need for Learner Evaluation

One of the important aspects of an educational programme is the impact it has had on the learner. For it is the changes in the individual in terms of acquisition of new knowledge, development of attitudes, and adoption of practices or skills that will to a large extent determine the success of a programme.

In the adult education programme one of the areas which needs serious consideration is the measurement of changes that take place in the individual learner who enrols at an adult education centre and participates in the learning process. While measurement of these changes is not only desirable but essential also, it has been noticed that seldom is learner evaluation done in systematic manner and if done at all, the records are not always kept properly with the result that one cannot always say with full certainty about the outcome of the programme and the gains that accrue to the learners.

Who could do Learner Evaluation?

Learner evaluation can be done internally by the project personnel themselves, or externally by professional researchers. If it is done internally it would involve the Instructors, Supervisors and the Project Officers. Learners can themselves continuously evaluate their own progress which would ultimately make them self-reliant. Learner evaluation can be formal or informal. It becomes formal when questionnaires and proformae are designed and used for assessing the progress made by the learners. It can be informal if the methods used are semi-structured and are flexible. Some of these methods include :

—interviews,

—analysis of records, note books, etc.,

—observations,

—group discussion, and

—indirect evidence (such as greater use of available facilities etc.).

If the above methods are followed, learner evaluation would be more qualitative than quantitative. Such evaluation would seem more relevant in the case of evaluating the 'functionality' and 'awareness' components of the adult education programme. To examine the literacy skills, however, it might be necessary to have a test to determine the outcome of the programme on the learners.

When can Learner Evaluation be done?

There are four major aspects of learner evaluation which could form four phases of learner evaluation. These are:

1. *Initial evaluation* which would indicate the level of the learner at the time when he/she joins the programme. It would also help in measurement of gains as it would constitute the bench mark information.

2. *Periodic progress evaluation* which needs to be carried out for diagnostic or improvement purposes. This would be on a continuous, ongoing basis.

3. *Summative evaluation* which would be carried at the termination of the programme to find out how much learning has taken place.

4. *Evaluation of retention of learning* which would indicate how much learning has been retained and put to use.

What steps are involved in Learner Evaluation?

Before listing the steps involved in learner evaluation, it is necessary to understand the goals of the Adult Education Programme (AEP). The programme is visualised as a means to bring about a fundamental change in the process of socio-economic development; from a situation in which the poor remain passive spectators at the fringe of the development activity to being enabled to be at its centre, and as active participants. The learning process involves emphasis on literacy, but not that only; it also stresses the importance of functional upgradation and of raising the level of awareness regarding their predicament among the poor and the illiterate.[1] Thus, literacy, functionality and awareness are integral components of AEP.

It need to be emphasised that while the three components are inseparable and there is an underlying inter-relationship among the three, it is at the same time essential to be clear about the concept, the meaning and the scope of all the three. The broad objectives of AEP can be defined as follows:

—to develop the abilities in the learner to read, write and compute (literacy);

—to raise the functional capability of the learners with regard to their personal, economic and social life (functionality) ; and

—to create awareness among learners regarding their personal and social predicament (awareness).

---

[1] Ministry of Education & Social Welfare, NATIONAL ADULT EDUCATION PROGRAMME—An outline Govt. of India, New Delhi, 1979.

I. Literacy

Traditionally, literacy has meant the acquisition of 3R's namely; reading, writing and arithmatic. For the adult education programme, a minimum essential level of literacy and numeracy which could be achieved in about 300-350 hours was worked out (Refer, Appendix). Since the literacy component had to be related to the working and living conditions of the learners and to their developmental needs, details of literacy skills were further specified in the following manner[2] :

A. Ability to read (reading skills)

B. Ability to write (writing skills)

C. Ability to compute (computational skills or numeracy)

D. Ability to apply these skills in everyday life-situations (application of literacy).

(A) Reading skills

1. The learner should, at the end of the programme, be able to read correctly, simple passage of about five to six sentences in a minute. Such a passage may be from the reading material used at the centre and should be preferably in the same letter type.

2. The learner should be able to read approximately 10-20 words, of hand-written (bold) material, per minute.

3. The learner should be able to read with understanding road signs, posters, simple instructions, and some headlines of newspapers for neo-literates.

4. The learner should be able to read figures from 1-1000.

5. The learner should be able to comprehend the material read in items 1, 2 and 3 above and should be able to answer questions relating to it.

(B) Writing skills :

1. The learner should be able to copy out a minimum of ten words per minute from a small passage. The words in the passage may be of not more than four letters. They should also be able to understand what is written by them.

2. The learner should be able to take down dictation at a speed of at least seven words per minute.

3. The learner should be able to write on a straight line with proper spacing on ruled papers.

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[2] Bordia, Anil. PLANNING AND ADMINISTRATION OF LITERACY PROGRAMME : THE INDIAN EXPERIENCE. Paris, international Institute for Educational Planning 1982 (IIEP Research Report-47).

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(C) Computational skills :

1. The learner should be able to make minor calculation of, upto three digit figures involving simple addition, substraction, multiplication, division. Divisor in case of division and multiplier in case of multiplication should be of one digit.

2. At the end of the course the learner should be in a position to gain a practical knowledge of metric weights and measures.

3. The learner should be able to know tables upto 10.

(D) Application of literacy skills :

1. The learner should be able to read captions. sign-boards (written road-signs), posters, newspaper head-lines—other communications that come to him in legible bold handwritten papers.

2. The learner should be able to write simple letters, simple applications, and fill up forms such as, Money Order, loan and bank forms.

3. The learner should be able to keep accounts of the day-to-day expenditure and savings and be able to check entries in their post office or bank pass-book.

4. The learner should be able to follow and act upon instructions given on bags of fertilizers, pesticides, weedicides and medicines, etc.

It is obvious that at the end of the first phase of literacy programme, the expectation will be that the learner who participates in the programme at the adult education centres would reach competencies indicated above. Nevertheless it is essential that there is a regular process of evaluating the learning outcomes so that both the learner and the teacher can know about the progress being made in the centre from time to time. While learner evaluation methods should ideally be a part of the teaching/learning materials, it is felt that till such time as learner evaluation becomes an integral part of the normal teaching-learning process in all the projects, minimum norms for testing learner achievements at different periods of time be formulated. It is suggested that such tests should be conducted periodically, and especially at the end of 4th month (by which time sufficient progress in teaching-learning would have taken place); at the end of 6th month (by which time most of the readers, primers would have been completed and in some projects the second reader might have been introduced) and finally at the conclusion of the course (8th month) to find out the final outcome.[3]

In view of these considerations, the phasing of norms for learner evaluation according to the duration/content covered through the programme has been attempted. A scheme has been drawn up and is given below for the literacy component showing (i) the expected level/norm of achievement at the end of 4th, 6th and 8th month., (ii) procedures that could be adopted for testing the achievements in relation to these norms and (iii) the manner in which interpretation of results could be done.

---

[3] Directorate of Adult Education, REPORT OF THE NATIONAL WORKSHOP ON MONITORING AND EVALUATION; New Delhi, 1982

NORMS, PROCEDURES FOR TESTING AND OF RATING THE RESULTS IN LITERACY SKILL/LEVEL

(Period)

Minimum Expected Norms	Procedure for testing	Interpretation of Results
1	2	3
	FIRST LEVEL	
	(End of the 4th month)	
	READING	
—The learners should be able to recognise all the letters of an alphabet as well as their combination with most frequent vowel signs	—Select any 5 letters; some with vowel signs and ask the learner to read them.	**Rating could be as follows** **—Good :** If all the 5 letters are read correctly, **—Average :** If 3 to 4 letters are read correctly; and **—Poor :** If less than3 letters are read correctly.
—The learners should be able to recognise words having 2 to 3 letters correctly and without repetition.	—Select any 5 words having 2 to 3 letters and ask the learner to read tham.	Rating procedure to be similar to that shown above
—The learners should be able to read 4 to 5 sentences, each composed of 7 to 8 words having upto 3 letters, fluently and without mistakes.	—Select 5 sentences, each having not more than 8 words made of 1 to 3 letters. Ask the learner to read the sentences to see whether he/she can read fluently without mistakes.	**Rating could be as follows** **—Good :** For reading all the 5 sentences correctly and fluently, **—Average :** For slow but correct reading of all the sentences; and **—Poor :** For reading falteringly and with mistakes.
—The learners should be able to understand the meaning of the sentences similar to those mentioned above.	—Put 3 questions to test the comprehension of the sentences similar to those mentioned above.	**Rating could be as follows** **—Good :** If all the 3 questions are answered correctly; **—Average :** If 2 answers are correct; and **—Poor :** If less than 2 answers are correct.

1	2	3
	WRITING	
—The learners should be able to copy neatly 3 to 4 sentences, having known words formed of 1-3 letters The words may have 1 or 2 vowel signs most frequently used.	—Give 3 small sentences for copying, each sentence may contain upto 6 or 7 words, some of which may have vowel signs used most frequently	**Rating could be as follows** **—Good :** If 15 words or above are correct. **—Average :** If 11 to 14 words are correct; and **—Poor :** If correct words are less than 7.
—The learners should be able to write words of his/her choice having 1-3 letters with and without vowel signs.	—Ask the learner to write any five words which come to his/her mind.	**Rating could be as follows** **—Good :** If all the words are correct. **—Average :** For 3 to 4 right words; and **—Poor :** For less than 2 right words.
—The learners should be able to write by way of dictation simple words having upto 3 letters and vowel signs most frequently used.	—Dictate 10 words including the verbs. The words may be composed of 1 to 3 letters and may have vowel signs.	**Rating could be as follows** **—Good :** If 8 to 10 words are correct, **—Average :** If 4 to 7 words are correct; and **—Poor :** If less than 4 words are correct.
	NUMERACY	
—The learner should be able to recognise and read figures upto 100 and multiples of 100 upto 1000.	—Ask the learner to read clearly written or printed any 5 figures.	**Rating could be as follows** **—Good :** If all the 5 figures are read correctly, **—Average :** For 3 to 4 correct readings; and **—Poor :** For lesss than 3 correct readings.
—The learner should be able to count sequentially upto 100.	—Ask the learner to write any 10 consecutive numbers, say from 65 to 74.	**Rating could be as follows** **—Good :** If 7 to 10 figures are correct, **—Average :** For 5 to 6 correct figures; and. **—Poor :** For below 4
—The learner should be able to write any figure upto 100 and multiples of 100 upto 1000.	—Ask the learners to write 5 selected figures.	**Rating could be as follows** **—Good :** If all 5 figures are written correctly, **—Average :** For 3 to 4 correct numbers; and **—Poor :** For less than 3 correct numbers.
—The learners should be able to add single digit numbers, multiples of 100 separately.	—Give five sums of additions, 2 of single digits, 2 of multiples of 10, and 1 of multiples of 100, each having 2 to 3 numbers.	**Rating could be as follows** **—Good :** For 4 to 5 correct additions, **—Average :** For 3 correct additions; and **—Poor :** For less than 3 correct additions.

1	2	3
	SECOND LEVEL (End of the 6th month) **READING**	
—The learners should be able to read words having vowel signs and conjunct letters correctly and without repetition.	—Select 5 words having vowel signs and conjunct letters, put them in an ascending order of difficulty and ask the learner to read them.	**Rating could be as follows** **—Good :** If all the words are read correctly, **—Average :** If 3 to 4 words are read correctly; and **—Poor :** For less than 3 correct reading.
—The learner should be able to read a passage of about 6 to 7 sentences, each having 8 to 10 words, fluently and correctly.	—Take a passage of 6 to 7 sentences and ask the learner to read them aloud	**Rating could be as follows :** **—Good :** If all the sentences are read fluently and correctly, **—Average :** For reading slowly with some mistakes; and **—Poor :** For reading falteringly with mistakes.
—The learner should be able to read a passage of the above description silently and comprehend its meaning.	—Ask the learner to read a passage similar to one mentioned above silently and test for comprehension by giving three questions.	**Rating could be as follows** **—Good :** If all the answers are correct, **—Average :** For 2 correct answers; and **—Poor :** For less than 2 correct answers.
	WRITING	
—The learners should be able to copy a paragraph having 6 to 7 sentences or about 50 words. Some words may have vowel sings and some may have conjunct letters.	Give a paragraph containing about 50 words or 6 sentences. Some words may have vowel signs and some conjunct letters	**Rating could be as follows** **—Good :** If 5 to 6 sentences are correct. **—Average :** For 3 to 4 correct sentences; and **—Poor :** For 1 to 2 correct sentences.
—The learners should be able to write by way of dictation simple sentences having vowel signs and conjunct letters.	—Give 3 small sentences for dictation containing such words as may have vowel signs and conjunct letters.	**Rating could be as follows** **—Good :** If all the sentences are correct. **—Average :** If 2 sentences are correct; and **—Poor :** If less than 1 sentence is correct.
	NUMERACY	
—The learner should be able to write figures upto 1000.	—Ask the learner to write five selected 3 digit figures.	**Rating could be as follows** **—Good :** For 4 to 5 correct numbers. **—Average :** For 3 correct numbers ; **—Poor :** For less than 3 correct numbers.

1	2	3
—The learner should be able to recognise and read figures upto 1000	—Ask the learner to read clearly written or printed any 6 numbers.	**Rating could be as follows** —**Good** : If all the 5 figures read correctly, —**Average** : For 3 to 4 correct reading ; and —**Poor** : For less than 3 correct reading.
—The learner should be able to count sequentially upto 1000.	—Ask the learner to write any 10 consecutive numbers, say from 295 to 304.	**Rating could be as follows** —**Good** : If 7 to 10 numbers are correct : —**Average** : For 4 to 6 correct figures, and —**Poor** : For below 4.
—The learner should be able to do simple calculations involving—addition of 2-digit figures, Substraction of 2-digit figures, as well as mixed sums of addition and substraction involving 2 digit figures.	—Give 5 sums, at least one each of the type mentioned.	**Rating could be as follows** —**Good** : For all correct answers, —**Average** : For 2 right answers; and —**Poor** : For less than 2.

THIRD LEVEL

(End of the 8th month)

READING

—The learners should be able to read aloud fluently with correct pausation and emphasis, a simple passage of 7 to 8 sentences each having 10 to 12 known words.	—Construct a passage of about 75 words divided into 7 to 8 simple sentences. The words may be taken from the basic literacy materials used during the 8 month period. Ask the learner to read them aloud. (i) Mark the words read incorrectly or repeated to assess fluency. (ii) Mark the places of incorrect pausation and emphasis.	**Rating could be as follows** **For Fluency** —**Good** : If 50 words and above are read correctly, —**Average** : If 25 to 49 words are read correctly; and —**Poor** : For less than 25 words read correctly. **For Pausation etc.** —**Good** : If pauses and emphasis are correct upto 60% and over, —**Average** : If they are correct between 30% to 60%; and —**Poor** : For less than 30% correct pauses and emphasis.

1	2	3
—The learners should be able to read silently a simple passage of 7 to 8 sentences, each having 10 to 12 known words and comprehend the meaning of it.	—Construct a passage as mentioned above and give 5 questions to test the comprehension.	**Rating could be as follows** **—Good :** If 4 to 5 answers are correct; **—Average :** If 2 to 3 answers are correct, and **—Poor :** For less than 2 correct answers .
—The learners should be able to read and understand a simple written passage connected with his/her living and working conditions.	—Prepare 'instructions' for a simple activity involving upto 5 operations which can be performed in a learning situation. Ask the learner to do as directed in the 'instructions' and observe and rate.	**Rating could be as follows** **—Good :** If 4 to 5 steps are correct, **—Average :** If 2 to 3 steps are correct; and **—Poor :** For less than 2 correct steps.
	WRITING	
—The learners should be able to copy with understanding a simple passage with proper spacing, alignment and punctuation.	—Give a paragraph of about 75 words or 8 to 10 sentences, requiring the use of spacing and punctuation.	**Rating could be as follows** **—Good :** For writing correctly all the sentences with proper spacing and punctuation. **—Average :** For correct copying but without the proper spacing and punctuation; and **—Poor :** For incorrect copying in addition to without proper spacing, etc.
—The learners should be able to take dictation of a short passage from the learning materials.	—Dictate a paragraph taken from the materials read in the centre, containing about 50 words or 6 sentences.	**Rating could be as follows** **—Good :** For 5 to 6 sentences written correctly. **—Average** For 3 to 4 sentences written correctly; and **—Poor :** For the rest.
—The learner should be able to write a letter or an application on a subject like concession in school fees for his/her child, loans, supply of seeds, etc.	—Ask the learner to write a letter giving some information or describing some incidents to his/her friend or a relative.	**Rating could be as follows** **—Good :** If the letter is written in the form with correct spacing etc. even if it has 3-4 spelling mistakes, **—Average :** The proper form and spacing etc. have not been followed strictly and has 3-4 mistakes: and

1	2	3
		—**Poor :** If the form, spacing etc. is not followed and there are several mistakes in writing.
—The learner should be able to fill up forms like money order form, post office deposit or withdrawal form, etc.	—Give a money order form for filling up.	**Rating could be as follows** —**Good :** For filling the information in their right places, correctly, —**Average :** For filling it haphazardly without mistakes in writing; and —**Poor :** If unable to do anything with it or does it with lot of mistakes.
	NUMERACY	
—The learner should be able to do simple calculations involving : (i) addition of 3—digit figures, (ii) subtraction of 3—digit figures, (iii) multiplication of 2—digit figures (iv) division of 2—digit figures, (v) mixed sums involving any two operations.	—Give 5 sums at least each of the types mentioned.	**Rating could be as follows** —**Good :** For all correct answers, —**Average :** For 2 right answers; and —**Poor :** For less than 2 right answers.
—The learner should be able to maintain day-to-day account of expenditure, balance, etc. and should be able to check the entries in the pass-book.	—Give 3 sums involving daily income for a week and some expenditure items and ask the balance.	**Rating could be as follows** —**Good :** For all correct sums, —**Average :** For 2 correct sums: and —**Poor :** For less than 2
—The learner should be able to calculate simple interest on multiples of hundred, find out the average income, etc.	—Give 3 sums, 2 of simple interest and 1 of average. The sums on interest should be in round figures.	**Rating could be as follows** —**Good :** For all correct answers, —**Average :** For 2 correct answers; and —**Poor :** For less than 2.

Note : Tools based on the above procedures can be prepared by each Instructor, if properly explained in advance.

II Awareness and Functionality

The two other broad objectives could be further specified to incorporate the 'functionality' and 'awareness' components of AEP in a more comprehensive manner. While it has to be accepted that there is considerable overlap between the two, the *awareness* component of AEP could deal with the attainment of a critical level of knowing, understanding, analysing and taking action on issues that effect individuals, community and society so as to improve the situation and quality of life of the learners. The '*functionality*' component could, on the other hand, refer both to the general efficiency and the economic efficiency of the learners. Thus, functionality would mean the development of knowledge, understanding, skills and application of production-related activities and those other aspects which would improve personal efficiency and productivity of the learner. Functionality would be concerned with the knowledge, understanding, analysis and action, if it related to productivity and personal efficiency; whereas awareness, would be concerned with all of the four levels but its content would derive from social issues relevant to the learners. Normally, at one time, a learner would go through one of the four different levels with regard to functionality and awareness (i) knowledge/information level, (ii) analysis level, (iii) value assessment level and (iv) action level.

(1) *The Information level :* At this level the learner would acquire basic information through a variety of ways—dialogue, talks with or by the instructor and other fellow learners. He or she would receive and collect information. He or she may or may not use it. The learner would go on to the next level.

(2) *The Analysis level :* At this level the learner would begin to analyse and identify the dimensions of the problem. How large is the problem, who are involved in it and he or she would begin to discriminate between problems that arise because of his or her inaction or otherwise. But before the learner would take an action he or she would go on to a third level.

(3) *The Value-assessment level :* At this level the learner would not only be acquainted with the problem and the solution, but would think of different alternative solutions and possible implications in the process of using these alternative solutions. In other words, he or she would attach a 'value' to one of the solutions. The amount of 'commitment' needed for initiating action would emanate from the intensity of the value formed or attached after weighing the *pros and cons* of each alternative. He or she would then select the best solution and associate himself or herself with the solution for the sole purpose of improving his/her own life or the life of the community around him/her. After putting or assessing a value and how much commitment is needed, the individual would then go on to the fourth level.

(4) *The Action level :* The individual/group would now initiate action for resolving the problem on the lines devised at the evaluation stage.

Content areas

Let us illustrate the above, from three content areas relating to functionality and awareness components of AEP.

1. The individual in his/her home and family.
2. The individual and the society, and
3. The individual and his/her occupation/vocation/profession.

These could be further specified in the following manner:

- awareness of self in relation to environment and society
- inequality, unemployment, exploitation, inadequate wages, poverty, indebtedness.
- child marriage, dowry, bonded labour, alcoholism, gambling, superstition, problem of untouchability, liberation of women and measures taken for each, different relevant enactments, minimum wages act, labour laws and reforms, etc.
- power structure, civic aspects like rights and duties of a citizen in a democracy the importance of vote, the .functioning of panchayats and panchayati-raj institutions.
- cultural heritage, folklore, traditions, etc.
- facilities and services offered by the government under different development schemes.
- agriculture and horticulture, land, seed, fertilizers, irrigation, water managemant, pest control, storage, marketing, cooperatives, etc.
- crafts such as sewing, knitting, embroidery, rope-making basket-making, soap-making, spinning and weaving, etc.
- poultry, piggery, fisheries, animal husbandry, cooperatives.
- repair and maintenance of agricultural implements and simple household equipments.
- budgetting, saving, banking, insurance, investments.
- personal hygiene/cleanliness.
- health and sanitation.
- food and nutrition.
- maternity care/child care.
- home and family life.
- family relationship.

Within the above broad content areas and depending upon what is covered at the AEC, the learner will progress through four different levels :

(i) knowledge/information level.

(ii) analysis level.

(iii) value-assessment level.

(iv) action level.

These are hierarchical levels meaning thereby that an individual would progress from level 1 to level 2, and so on. It is possible, however, that the learner is already at level 2 or level 3. What is important, however, is that the learner progresses to the next level in the hierarchy,

An example is provided below to elucidate the point. A specific problem of 'money-lending' is taken and the progression of the learner with regard to each of the levels mentioned above, is elaborated. These would become 'indicators' for learner evaluation.

(i) Knowledge/Information level

—the learner realizes that money-lending is a tool in the hands of the money-lender for exploiting the poor and the needy who have either inadequate or no alternative credit facilities.

—the learner becomes aware of the high rate of interest charged by the money-lender.

—the learner realizes that need for cash loans causes problems for him/her.

—the learner knows that the credit facilities that are provided by the agencies are insufficient, that the process for acquiring credit is rather complex.

(ii) Analysis level

—the learner identifies, analyses and understands the causes and situations under which exploitation becomes possible.

—the learner differentiates between inevitable and avoidable expenditure.

—the learner identifies situations which would minimize or avoid his/her dependency on the money-lender as also those situations where such dependancy is inevitable due to the nature of the need and lack of availability of adequate and alternate credit facilities.

—the learner realizes that small savings over a period of time would not have adversely affected him/her but would have certainly provided relief at the time of his/her need.

(iii) Value-assessment level

—the learner identifies a particular situation and makes an assessment that would minimize his/her dependance on the money-lender.

—the learner plans to make small savings for future needs.

—the learner plans to make use of credit facilities wherever available.

—the learner judges the implications of different solutions to his/her problems and selects one or a set of solutions that would suit him/her.

(iv) **Action level**

—the learner opens a small savings account.

—the learner avails of the credit facilities available in the area.

—the learner takes the initiative and encourages the group to form a cooperative society.

—the learner mobilizes collective action against the institution of money-lending.

It is suggested that the Supervisors and Project Officers assume greater responsibility in designing periodic tests and in helping the Instructor to undertake such evaluation. This would ensure their involvement in the teaching/learning process and would enable them to know the progress made by the learners in each centre. The Supervisor should maintain a record for each learner.

How will Learner Evaluation be done ?

Learner evaluation cannot be separated from the teaching—learning process, the methods of teaching and use of teaching/learning materials. This inter-dependent relationship will thus require flexibility in approach so that learner evaluation eventually becomes situation-specific. Since the 'project' is the autonomous unit for implementing the adult education programme, efforts will have to be made to develop capability at the project level to design appropriate tools for learner evaluation. These tools can be either formal or informal. The informal tools would be particularly appropriate in measuring the 'functionality' and 'awareness' components of AEP. Special efforts would have to be made to keep the tools as simple, non-threatening and interesting as possible. Besides, since learner evaluation essentially involves measurement of change in the learner, it would be necessary to maintain simple records that would help in knowing the progress in learning. Learner evaluation should be a continuous process and as mentioned earlier, should be undertaken mainly by the Instructor with the assistance and support of the Supervisor, Project Officer or members of the Centre Advisory Committee.

While there may be different ways for conducting learner evaluation, the stages at which it can be done have already been suggested on page 2, but are elaborated again for easy adoption.

1. **Initial Evaluation**

At the Initial Stage, the Supervisor and the Instructor could gather information in the Learner Information Schedule (LIS)[4] which would ascertain the pre-programme position of the

4. Directorate of Adult Education. PRELIMINARY GUIDELINES ON MONITORING THE NAEP. New Delhi; DAE, 1978.

learner with regard to literacy, functionality and awareness components of AEP. In case this is not possible the initial assessment could be so informal as to classify the learners as (a) illiterates and (b) partially literates. This classification could be made on the basis of following tools;

— word-picture cards

— simple word cards.

— writing words and figures on the black-board.

— identifying (matching) words with pictures.

These are just a few examples. Innovative and interesting tools can be thought of and used.

The Instructor would keep a record of each learner at the centre on the basis of two categories mentioned above viz. (a) illiterate, (b) partially literate. This record should be maintained in the Attendance Register to be provided at each centre.

2. **Periodic progress Evaluation**

Throughout the period of 8 months it is suggested that the Instructor undertakes periodic evaluation. This evaluation can be based on the lesson that is taught from the primer or units of lessons e.g. after the 3rd lesson. or 6th lesson and so on. Gradually, efforts will have to be made to ensure that periodic tests get built into the primers so that self-evaluation by the learners is made possible. These periodic tests should be as simple, interesting and as non-threatening as possible. In order that there is some regularity, in determining the progress of the learners in literacy, the scheme proposed on pages 6 to 18 should be found worth practising at each AEC

Thus periodic evaluation can be undertaken at the end of 4th month, 6th month and finally at the end of the course. The tools would have to be as simple and informal as possible. Simple observation techniques, group discussions and in-depth interviews with learners, diary-keeping by the Instructor, check-list of items, collection of other evidence from the Instructor, could be some of the tools.

It is possible that the primer is only one stype of teachind-learning material that is in use. To cover the 'awareness' and 'functionality' components, talks by extension, workers, discussions, group listening sessions, pamphlets, booklets, theatere group singing, etc. may be used. It would be necessary to conduct periodic evaluation of these aspects also in order to determine the progress made by the learners.

3. **Final Evaluation**

It is suggested that after the 8-month period when the course concludes, the final evaluation should be undertaken jointly by the Instructor, Supervisor, Project Officer and if feasible with the cooperation of some community members. This means that while designing the test and in conducting it, the entire project team (Project Officer, Supervisors, Instructors) would be involved.

The level of literacy to be attained has already been specified earlier. Suitable tests will have to be designed to determine the acquisition level of each learner. These tests will have to be based on the teaching/learning materials in use. The capability in applying literacy skills in everyday life situations will also have to be suitably tested.

In addition, the changes in the learners on the two dimensions of 'functionality' and 'awareness' will also need to be assessed. As mentioned earlier, the evaluation tools will have to remain informal, situation-specific and flexible. The qualitative change in the learners as a result of their participation in the programme will have to be assessed. This can be done through indepth interviews with the learners. In addition, use of a 'questionbank' can be considered. Questions can be generated at the project-level on various issues relating to 'functionality' and 'awareness' Relevant and appropriate questions pertaining to each situation, can then be selected and used.

A Framework for Learner Evaluation

It will be noticed from the foregoing that the approach to learner evaluation is explained here. The flexibility in the approach to the learner evaluation, so vital to the programme has been maintained. Within this flexibility, a framework has been provided to give a more concrete meaning to the idea of learner evaluation. The tools for learners evaluation have not been given deliberately because it is felt that within this basic framework, the project fucntionaries should themselves evolve and sharpen further the tools and techniques of evaluating the progress of learners at different periods of time and do proper documentation of their achievements.

Since the outcome of learning depends on several factors like motivation and interest in learning, general environment existing at the place of learning, the inputs provided, the teaching-learning process, etc., evaluation of learning outcomes has to be a continuous activity. The results of evaluation will provide information not only about the achievements, but also provide an opportunity to have a critical look at all these aspects to optimise the gains. Thus, evaluation of learners helps in regulating the quality of outcome and also helps in introducing mid-course changes, if needed. In any case, tests designed as part of learner evaluation should remain good servants of the programme system and never its masters.

The approach to learner evaluation described in the preceding pages is directly related to programmes being followed in adult education centres; it allows evaluation of learners in the centre and at wider levels; and being closely related to the instructional process helps instructors improve their contribution to learning and thereby the achievements of learners. In this sense learner evaluation need not be solely concerned with what ranking a learner gets in a test; it may rather be equally concerned with early detection of difficulties in learning and how these can be eliminated.

4.3 Literacy Levels Prescribed by the National Literacy Mission

From:

National Literacy Mission, Ministry of Human Resource Development, New Delhi, January 1988, p. 549.

Revised Literacy Norms 1987
(after eight months of the basic literacy course)

Reading

(a) Reading aloud with normal accent simple passage on a topic related to the interest of the learners at a speed of 30 words per minute.

(b) Reading silently small paragraphs in simple language at a speed of 35 words per minute.

(c) Reading with understanding road signs, posters, simple instructions and newspapers for neo-literates etc.

(d) Ability to follow simple written messages relating to one's working and living environment.

Writing

(a) Copying with understanding at a speed of 7 words per minute.

(b) Taking dictation at a speed of 5 words per minute.

(c) Writing with proper spacing and alignment.

(d) Writing independently short letters and applications and forms of day-to-day use of the learners.

Numeracy

(a) To read and write 1-100 numerals.

(b) Doing simple calculations without fraction involving addition, substraction up to 3 digits and multiplications and division by two digits.

(c) Working knowledge of metric units of weights, measures, currency, distance and area and units of time.

(d) Broad idea of proportion and interest (without involving fractions) and their use in working and living conditions.

4.4 Achievement Test in Agriculture

The "Achievement Test" that follows was reproduced from No. 6 in the Evaluation Studies Series, **Results in Achievement Tests (Esfahan 1969-70): I (Agriculture), Annex IX**, prepared by M. Bazany et al. and published in March 1971 **(Work-Oriented Adult Literacy Project WOALP)**

This test with 30 items on a plant protection programme requires that the neoliterate farmer reads a sentence, finds out and encircles the correct response from the four words given in each case. The purpose is to evaluate the farmer's knowledge on the subject of plant diseases and their remedies.

Final Examination in Agriculture
(Plant protection programme)

Achievement test

Instruction: Read the following sentence and find the correct answer among the four words which are printed after each question and encircle it.

Example: From what do we get the sugar?
1- carrot 2- onion 3- rice 4- sugar beet

The correct answer is sugar beet and therefore it is encircled.

---

1) Smut is the disease of which plant?
1- wheat 2- rice 3- bestroot 4- onion

2) What kind of disease is smut?
1- animal disease 2- worm disease 3- fungus 4- microbal disease

3) Which part of the plant is hurt by the smut?
1- stalk 2- seed 3- root 4- leaf

4) What shall we do if we want to protect the plants from smut?
1- irrigate 2- reaping 3- weeding 4- pesticide

5) On which part of the plant do we use to serezan pesticide?
1- stalk 2- root 3- seed 4- leaf

6) How many kilograms of serezan are needed for one kilo of wheat?
1- gram 2- 50 grams 3- 15 grams 4- 2 grams

7) How do we eradicate the mice?
1- by food 2- by poison 3- by water 4- by spray

8) Crop rotation is necessary in planting because:
1- it reduces the incidence of disease
2- it contaminates
3- reduces need of water
4- spraying is superfluous

9) How many feet has an insect?
1- 2 2- 3 3- 6 4- 8

10) What is caradrina?
1- poison 2- fertilizer 3- kind of woil 4- insect

11) Why should we wash our hands and face after spraying?
1- hands and face contaminated by soil
2- poison is dangerous and it may contaminated with our hands and face

3- poison is against religion
4- poison is dirty

12) If we want to have a good harvest the seed should not be:
1- clean 2- healthy 3- old 4- big

13) What shall we do if the seed is contaminated by disease?
1- wash with water 2- burn it 3- throw away 4- disinfect

14) Which of those four things multiplies the disease?
1- crop rotation 2- spraying 3- planting the same crop
4- weeding

15) What is the main cause of potato disease?
1- contaminated water 2- unhealthy seed
3- too little water 4- brown rust

16) The seed for potato should be:
1- healthy 2- big 3- small 4- dry

17) The knife for cutting the potato seedling should be disinfected by:
1- water 2- soil 3- poison 4- alcohol

18) For eradicating which animal we use morkid?
1- mice 2- crows 3- aphids 4- butterflies

19) How much morkid do we need for one kilo of seed?
1- 1 gram 2- 10 grams 3- 2 grams 4- half a kilo

20) For eradicating the rabbits which mean we use?
1- poison 2- morkit 3- alcohol 4- arbin

21) With what do we activate the spray?
1- pump 2- water 3- poison 4- by mouth

22) The manometer of the sprayer shows that:
1- it has water 2- it has poison 3- it has pressure
4- the sprayer works

23) After spraying what should we do with the sprayer?
1- fill it with poison and leave it somewhere
2- wash it with water and dry it
3- fill it with water and leave it
4- throw it away

24) Weevil is the pest of what?
1- potato 2- onion 3- cucumber 4- alfalfa

25) In which part of the plant does the weevil lay eggs?
1- stalk 2- seed 3- root 4- leaf

26) Which part of the plant do the larvae of the weevil attack?
1- root 2- leaf 3- seed 4- stalk

27) How do aphids attack alfalfa?
1- eat the stalk and ruin it 2- destroys the leaves
3- sucks the juice of the plant 4- eats the root

28) What shall we do for eradicating the aphids and weevils?

1- irrigate soon the land
2- spray the land
3- change the soil
4- destroy the aphid colonies

29) What is the important disease of onion and cucumber?
1- aphids
2- weevil
3- root fly
4- brown rust

30) For eradicating the root fly we should use?
1- aldrin-and-diazinol
2- alcohol
3- chemical fertilizer
4- serezan

5. The Effects of Literacy

5.1 Global Evaluation of a Literacy Project

Roger Couvert

From:

Roger Couvert, **The Evaluation of Literacy Programmes. A Practical Guide**, UNESCO 1979, pp 133-164.

Global evaluation of the project

The chapters above have shown how studies may be conducted in each of the main fields covered by evaluation.

If the necessary resources are available, the more ambitious task of global evaluation of the project may be attempted, on the basis of explanatory theoretical models of each of the main fields examined.

1. Quantitative evaluation of results

Instead of merely verifying the hypotheses set out in Chapter IV, the evaluator may attempt to construct an explanatory theoretical model, as illustrated in Figure 2; its verification will permit identification of the conditions under which optimum attendance (i.e. minimum drop-out and absenteeism) is obtained. This will require calculation of the correlations between the different factors proposed.

This model is based on the potential influence of six independent factors (left and centre of the diagram) and one semi-dependent factor (top-right—success in interim tests) on the dependent factor of attendance. Investigation of these correlations might make it possible to determine the group characteristics most likely to ensure optimum attendance at courses.

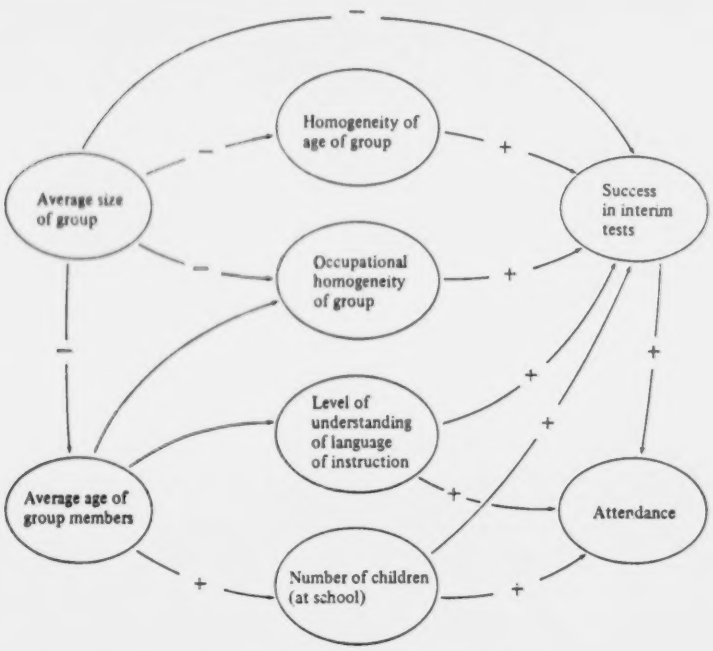


FIG. 2. Explanatory theoretical model for optimum attendance.

2 Qualitative evaluation of results

The evaluator may go beyond the mere verification of hypotheses, numerous examples of which were provided in Chapter V, and attempt to construct different explanatory theoretical models bearing on success in tests.

The final technical report of the Iranian pilot project in functional literacy for adults contains a large number of examples, on which the model set out below (Fig. 3) has been based. Three sets of factors are incorporated here: participants; groups of participants; and instructors.

It is assumed that homogeneity within the group (with regard to age, socio-economic status, professional activity, professional qualifications, level of previous education and possibly sex) has a positive influence on results in tests. It is also assumed that identity or similarity of levels with regard to age, professional activity, socio-economic status and possibly sex concerning the instructor and the participants also has a positive influence on these results. In Figure 3, the different factors are linked by positive or negative signs, corresponding to positive or negative influences either presumed or actually verified, totally or in part, in the Iranian pilot project. The factors contained in boxes in the diagram (group stability and specificity/adequation of the programme) may be connected with theoretical models from Chapter IV (optimum attendance), Chapter VI (optimum functioning of the project) and Chapter VII (optimum specificity and adequacy of the programme from the standpoint of participants).

The organization of the process of data analysis may be left to the specialists, although it would appear that Wroclaw's method of taxonomic analysis—despite its disappointing results during the evaluation of EWLP, due to the inadequacy or lack of reliable data—should give satisfactory results, provided that the project can provide data from a large number of programmes. If such data are available, it will be possible to construct an optimalized model which may serve for the elaboration of new programmes. To do this, it will be essential to obtain all available data from all the literacy programmes constituting the project (see the indicators described in Chapters VI, VII and VIII), to define the criteria of success in tests and to construct an 'index of success'. An effort will then be made to classify the programmes by type according to the degree of success obtained and using the established criteria. Then, in order to refine the analysis still further, the evaluator will attempt to identify, in each programme, the principal elements contributing to its success, and to attribute values to these elements. Finally, on the basis of this double appreciation, which is both descriptive (by virtue of the order, classification and values attributed to the different variables) and explanatory (by virtue of the study of interactions and the verification of hypotheses), it will be possible to propose an optimum model programme for the population concerned, with due regard to its geographical, economic, cultural and social environment and to the content of the teaching proposed.

This type of many-faceted analysis should make it possible to determine:

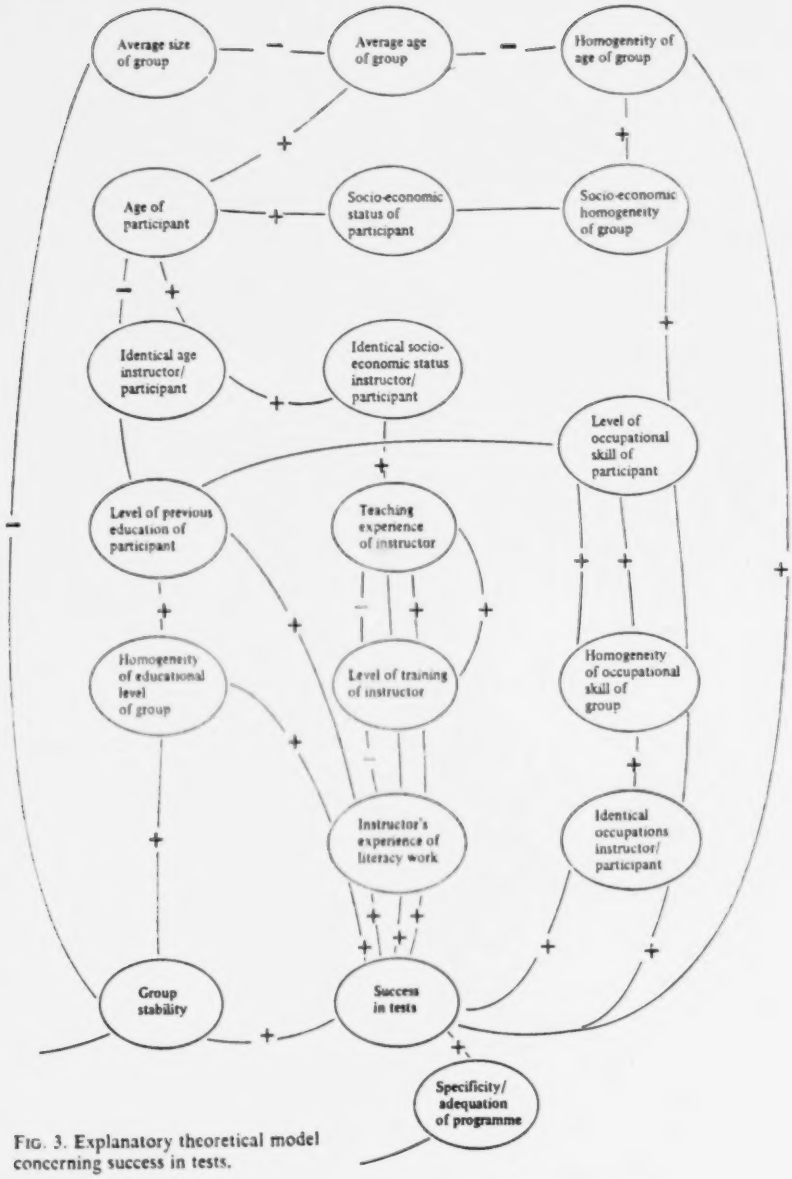


FIG. 3. Explanatory theoretical model concerning success in tests.

The characteristics which are likely to ensure success for participants.

The characteristics of instructors, and the training they should receive, to ensure that they obtain the best results.

The characteristics likely to ensure that groups obtain the greatest number of successes.

The organizational elements of the project, incorporation of which as a matter of priority is likely to ensure the greatest benefits from the resources engaged.

The programme contents, learning methods, teaching materials, etc., which are best suited to the population concerned and which should produce maximum results for the least effort on the part of the population.

We should, however, reiterate two words of caution. The first concerns evaluation in general and is related to the degree of certainty that may be accorded to conclusions (cf. Chapter II, Section 1); the second is related to the instrument selected for the measurement of results, i.e. the test, and its reliability (cf. Chapter, Section 3).

Finally, it should be pointed out that with the global evaluation of the project, we reach a critical stage in the system (see below, Fig. 6) selected for the global evaluation of EWLP. The global evaluation model provides for three frameworks of analysis: functional literacy (the independent variable); socio-economic and cultural consequences (the dependent variable); and the conditions for educational success (the intermediate variable), which are examined in the present chapter. Within each of these frameworks, the evaluator will endeavour to produce a descriptive summary of the table of variables used, to suggest different hypotheses the verification of which will permit confirmation or invalidation of assumptions concerning links between different inputs, and finally to present a series of assorted analyses which will make it possible to pass from one framework to another.

The explanatory theoretical model proposed above (Fig. 3) permits transition from the intermediate variable (educational success) to the dependent variable (socio-economic and cultural consequences) studied in Chapter VIII. The transition from the independent variable (functional literacy) to the intermediate variable is studied in Chapter VII. Figure 3 merely indicates, with the box 'specificity/adequation of programme', the point where it is inserted.

3 Evaluation of the impact of logistic components of the project

On the basis of the different factors and hypotheses described above, it might be interesting to test the following hypothetical model:

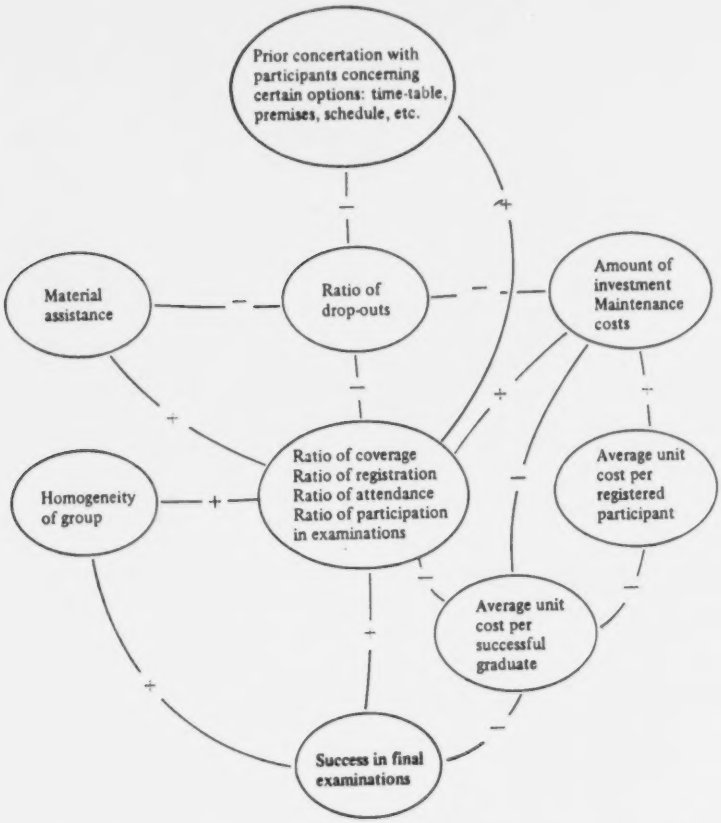


FIG. 4. Explanatory theoretical model of logistic components of the project.

Material assistance is provided (in the form of food, work time, etc.); concertation with participants is exemplary with regard to the choice of premises, time-table, etc.; the programme is adequately financed; rates of attendance, participation in tests and success in examinations are high and increasing progressively with growth of the quoted inputs. It is further assumed that the greater the allocations to investment and maintenance, i.e. the higher the average unit cost of the project per participant, the lower the average unit cost per successful participant, provided that sufficient logistic support is provided to induce higher rates of participation.

4 Evaluation of programme content

The various hypotheses described in Chapter VII may be assembled in an explanatory theoretical model of the type set out in Figure 5. This model is based on the assumption that when the major principles of functional literacy ('strategic': adequacy with regard to objectives, selectivity and specificity; and 'pedagogic': integration, inclusiveness, adaptation of materials and methods) are applied with care, quantitative returns from the system are higher, its application and progression are more satisfactory, and its qualitative returns, as measured by the results obtained in tests, are weightier.

5 Global evaluation of the project

We have just briefly indicated how it is possible, with regard to each of the main fields covered by evaluation, to unite all the relevant hypotheses in a single explanatory theoretical model.

The advantage of such models is that correlation of the different variables permits a global response to the question: what are the optimum conditions, as far as quantitative and qualitative results, profitability, logistic support and programme adequacy are concerned, for ensuring the success of a functional literacy programme?

The team responsible for the global evaluation of EWLP constructed a conceptual diagram of the functional literacy process which indicates its most important aspects and interrelations. This outline is reflected in Figure 6, while a detailed explanation will be found in the methodological introduction to Document VI of the global evaluation of EWLP, to which reference has already been made. A brief description in the words of tis author, Pierre Clément, reads:

> The framework outlines the progression from (a) the political determination to mould the adult, illiterate work-force functionally with a view to effecting the economic and psycho-cultural transformation of the milieu as the potential generator of economic and social development . . . to (b) the transformation itself, through a series of measures which are socially and

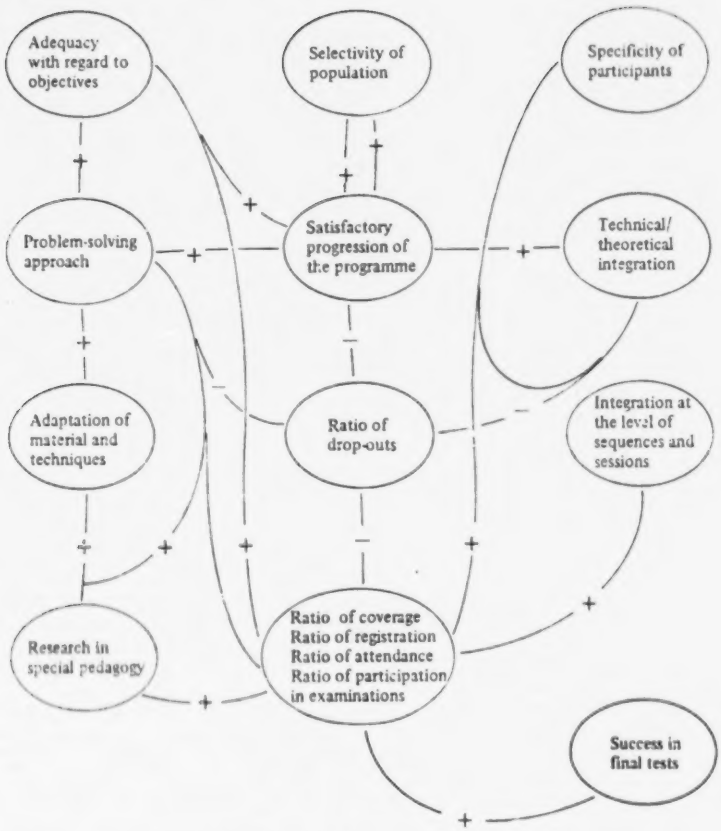


FIG. 5. Explanatory theoretical model relating to the principles of functional literacy.

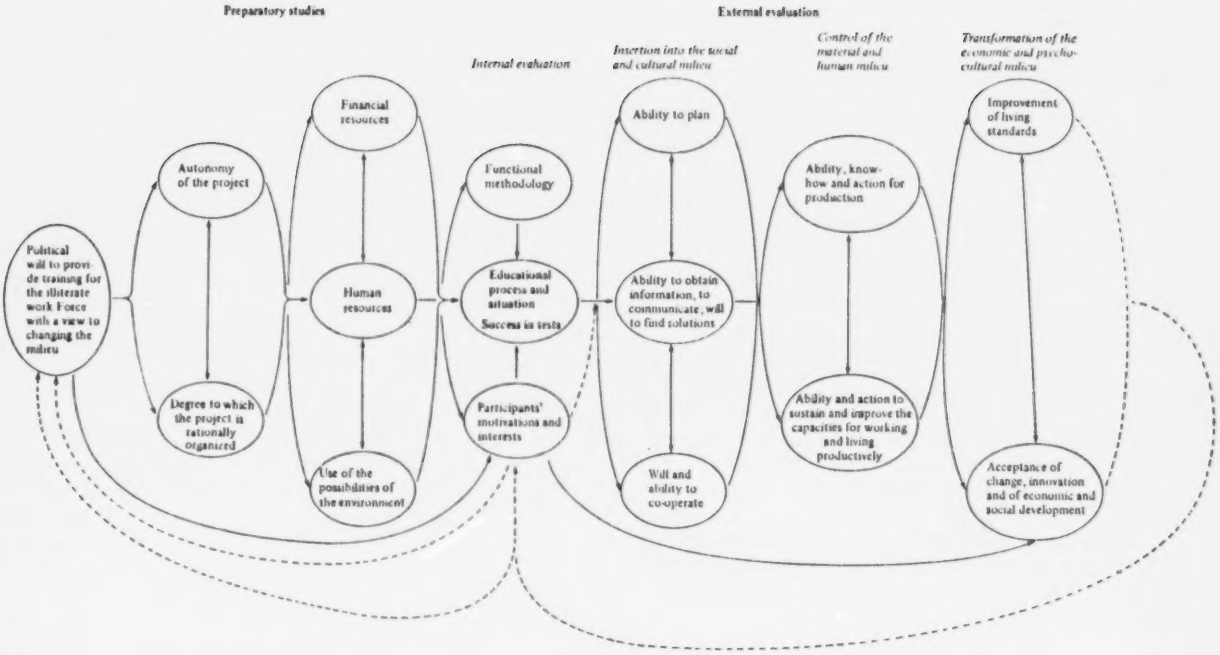


FIG. 6. Conceptual diagram of the functional literacy process.

environmentally adapted to the awareness, perceptions, motivations, interests, values, aspirations, etc. of the actors; to pedagogical action; to the broadening of fields of vision and of interest; to wider social, cultural, economic, technical and scientific horizons of knowledge; and to the expression of newly won aptitudes and opportunities through the specific actions which constitute an ultimate bridge between the conditions for material and attitudinal change favourable to development, and that change itself.

We have seen (end of Chapter V) that this outline is organized into three frameworks: the framework of the independent variable (functional literacy); the framework of the intermediate variable (success in tests); and the framework of the dependent variable (socio-economic and cultural effects). We have also seen (end of Chapter VII) how the transition may be effected from the framework of the independent variable to the framework of the intermediate variable. The general diagram shows how the transition may be effected from the intermediate to the dependent variable.

The hypotheses set out above were designed to verify that individuals who have received functional literacy training, in a 'process focused on development objectives and problems', are provided with 'the intellectual and technical means for becoming more effective agents in the process of socio-economic development' (the central hypothesis of functional literacy), while individuals who, deprived of these means, continue illiterate, will remain passive with regard to the development process.

As a final exercise, it would be interesting to demonstrate that the favourable outcome of literacy training noted above is very closely linked to the process of training itself; in other words, to show that the better the results of tests, at the levels of individuals, groups and programmes alike, the greater the socio-economic benefits; and that there is a link which may be measured (by a correlation coefficient, for example) between the two phenomena.

This task will be a difficult one for small-scale projects involving an insufficient number of programmes and commanding resources —in terms of technical and evaluation staff and of data-processing equipment—which are too limited. On the other hand, projects which involve a large number of programmes and which have the necessary means at their disposal may well undertake an investigation of this type, as a result of which the link between the intermediate variable (success in tests) and the dependent variable (socio-economic effects) may be demonstrated, and the central hypothesis of functional literacy verified, with reference to any given project.[1]

1. In the exercise in global evaluation of EWLP (see Select Bibliography, Document VI), which employed 167 inidcators retained after methodological processing for the evaluation of some 30 functional literacy programmes in 6 countries, it was found that a high mark (78 per cent) 'could be attributed to a global hypothesis—implicit in the central hypothesis of functional literacy—to be formulated with regard to the overall external effectiveness of such literacy training'. The document cited, with Document IV, contains all the necessary information concerning the organization of such a study, together with a description of the methodological precautions which should be observed.

Appendix

Document 1. Register of participants

Year: Month:

Instructor: .....
Supervisor: .....

Province: .....
District: .....
Town: .....
Group: .....

Number of participants originally registered in the batch ....., including ..... women
Number of additions:
Total registrations at the end of the month ....., including ..... women

1	2	3	4	5	6			7		
					Number of absences					
					Men			Women		
Name and first name	Sex	Age	Marital Status	Days	Aged 15-24	Aged 25-45	Aged 45 +	Aged 15-24	Aged 25-45	Aged 45 +
				Absences						

8
a) Number of sessions during the month:
b) Number of participants registered at the beginning of the month:
c) Number of possible attendances a) X b) :

d) Total absences:

e) Ratio of absenteeism $\frac{d}{c}$ X 100 ..... %

Document 2. Monthly report

Province and district: Year: Instructor:
Month: Supervisor:
Locality: Group No.:

A. Statistics

(a) Number of sessions planned, held:

(b) Number of registrations in the batch:
Number of additional registrations:
Number of registrations at the end of the month:

(c) Number of absences by sex and age:

Men			Women			
15/24	25/45	+ 45	15/24	25/45	+ 45	Total

(d) Number of absences by cause[1]

W	*H*	*T*	*F*	*D*	*C*	*N*	.	.	.	Total

B. Visits by supervisor

During the month (dates):
Total number of visits since the beginning of the courses:

C. Teaching material received

Individual (type and quantity) :
Collective (type and quantity) :
For instructor's use (type and quantity) :
Audio-visual (type and quantity) :

D. Assistance received

Foodstuffs (quantity) :
Overtime:
Working hours:
Fertilizers, pesticides, seeds, plants, etc.:
Other:

E. Budget

(a) Salaries:
(b) Bills settled (maintenance, heating, electricity, cleaning materials, etc.):

1. Cause-of-absence code: *W* = work; *H* = health; *T* = travel, emigration, seasonal migration; *F* = traditional holidays or festivals; *D* = domestic reasons, children, etc.; *C* = climate, bad weather; *N* = unidentified; etc.

F. Instructor's report

Indicate, for each element of the programme:

Number of sessions planned and actually held:
Number of sequences taught, and their serial numbers:
Serial numbers of untaught sequences:
Reading:
Vocational instruction:
Socio-economic instruction:
General instruction:
Other instruction:

Observations:

G. Results of weekly tests

Week 1

Subject	Number of participants tested	Critical score	Number or percentage of successful participants	Average score
Reading				
Writing				
Elementary arithmetic				
Applied arithmetic				
Etc.				

Week 2
Etc.

Document 3. End-of-cycle report

Province and district:	Year:	Instructor:
	Cycle:	Supervisor:
Locality:	Length of cycle:	Group No.:

A. Statistics

Date of first course: Date of final course:

Batch:	Men:	Women:	Total:
Additional registrations:	Men:	Women:	Total:
Percentage of wastage:	Men:	Women:	Total:

B. Degree of literacy

	0-1-2	3-4	5-6
	Illiterates	*Semi-literates*	*Literates*
At beginning of batch			
At beginning of this cycle			
At conclusion of this cycle			
Course attainment (indicate + or −)			
Percentage of batch at conclusion of cycle			

C. Results of end-of-cycle examination

Tests	Number of items	Critical score	Average score obtained	Number of participants	Number and percentage of successful participants

Document 4. Test of know-how (cotton programme)

1. How many days after the first bolls open is the cotton harvested?
2. Where are the bolls sorted?
3. Where is the cotton harvest stored?
4. Why should stalks and leaves be burnt after the harvest?
5. Is land which is suitable for growing millet also suitable for cotton?
6. Is it necessary, useful or unimportant to include cotton in a crop rotation?
7. When is early hoeing necessary?
8. Should millet and cotton be sown at the same time?
9. How many kilograms of cotton seed are required for one hectare?
10. How much space should be left between the rows?
11. How much space should be left between the seed holes?
12. How many seeds should be sown in each seed hole?
13. How many plants should be left when thinning out?
14. When is deep ploughing carried out?
15. At what time of the year does early sowing take place?
16. At what time of the year does late sowing take place?
17. At what time of the year does thinning out take place?
18. How long after sowing does the first weeding take place?
19. How long after the first weeding does the second take place?
20. How many days after sowing should fertilizer be spread?
21. How much fertilizer should be spread per hectare?
22. When should the plants be earthed up?
23. Should the plants be cut or uprooted after harvesting?
24. Should early sowing be done on level ground or on ridges?
25. What operation may be carried out at the same time as the first weeding?
26. What operation may be carried out at the same time as the second weeding?
27. What is the minimum number of treatments with insecticides?
28. How long after sowing should the first treatment take place?
29. How much time should be left between subsequent treatments?
30. How many tins of insecticide are required to prepare half a drum of mixture for the first treatment?

Document 5. Literacy scale

Code:
Village:
Name and first name:
Age:

No.:
Has attended school for years
Has attended literacy course for years

Grade I

1. Holds pencil
2. Copies simple figures
3. Tells the time
4. Writes figures 1-9

Grade II

5. Carries out single figure additions and substractions
6. Writes own name
7. Reads letters
8. Writes figures in tens

Grade III

9. Adds, subtracts and multiplies in double figures
10. Writes letters
11. Reads common words
12. Writes numbers in hundreds

Grade IV

13. Recognizes triangle, rectangle and diameter
14. Writes words phonetically
15. Reads simple words
16. Writes figures in tens of thousands

Grade V

17. Carries out the four basic arithmetical operations
18. Writes simple phrases
19. Reads simple phrases word by word
20. Writes all numbers

Grade VI

21. Recognizes geometrical lines and figures
22. Composes a text
23. Reads fluently
24. Writes units of the metric system

Total = = Grade

Is the pupil eager to learn?

Why?
When?

Place

Date 19

Name and signature of examiner

Document 6. Course sheet

Province, district: Instructor:
Supervisor:
Locality: Group No.:

A. Premises

Premises:
State of premises:
Planned duration of cycle: months
Opening date of cycle: Closing date:
Number of weekly sessions:
Average length of session:
Planned time-table of sessions:

B. Name of development organization to which the programme is related

Firm or company of which the majority of participants are employees:
Title of programme:
Cycle:
Observations concerning the degree of homogeneity of occupations of the participants:

C. Statistics

Number of participants registered: Total: Men: Women

	Years of age				
	Less than 15	15/24	25/34	35/44	45 +
Men					
Women					
Married					
Possessing a common occupational characteristic					

D. Before the course opened

Had the instructor received vocational training?
Had the instructor received in-service training (state dates, duration, level)?
Was the teaching material for pupils ready?

E. Does a literacy committee exist? Composition?

Is specialist assistance provided for the course? (By whom? When?)

Type, nature and quantity of assistance provided by the development organization?

F. Course material (type and quantity)

Furniture:
Teaching material:
For the instructor's use:
For individual use by participants:
For collective use by participants:
Audio-visual:

G. Feeding and maintenance of participants

Include information concerning lighting, heating, cleaning of premises, transport, etc.

H. Expenditure by the centre

J. Aid received

Materials, fertilizers, pesticides, etc.
Extra hours, working hours surrendered, etc.

K. Difficulties encountered

Document 7. Dimensions, criteria and indicators for the evaluation of social, economic and psycho-cultural changes

(for a programme of functional literacy training for mine workers)

List of tables which might be prepared on the basis of data provided by measurement of the selected indicators.

Dimension 1: The will to change

Criterion 1: Importance and variety of motivations

1.1.1. Number of expressions of the wish to learn the basic techniques of literacy—reading, writing, etc.—sex, age group, socio-economic status, etc. (the listing might correspond to the main characteristics of the participants).

1.1.2. Number of requests for teaching in subjects related to participants' occupation or to the firm for which they work, listed according to the selected characteristics.

1.1.3. Number of requests for intellectual teaching in matters related to the exercise of the participant's occupation.

1.1.4. Number of requests for teaching in technical subjects directly related to the participant's job.

1.1.5. Number of requests for teaching in subjects related to the maintenance and improvement of the participant's productive energies.

1.1.6. Number of requests for teaching in subjects related to participants' relations with their environment (geographical, physical, economic, social, political, etc.).

Criterion 2: Objectives, ambitions

1.2.1. List of advantages which participants expect to gain from literacy training.

1.2.2. List of environmental factors which, in the opinion of participants, may hamper their efforts to become literate.

1.2.3. List of motives for a desire for a change of situation (job, trade, employer, locality, country), and if appropriate the causes.

Dimension 2: Learning

See sections 1 and 2, Chapter IX, on the quantitative and qualitative evaluation of results.

Dimension 3: Ability to plan, to organize and to solve problems

Criterion 1: Scholarization of children

3.1.1. Number of children attending school compared with the number of children of school age of the families concerned.

3.1.2. Number of children of school age who have abandoned their studies.

3.1.3. Ratios of scholarization and of drop-outs in the localities where literacy teaching is being provided.

Criterion 2: Family budgeting

3.2.1. Number of households keeping accounts.

3.2.2. Day-to-day expenditure on food, health and medicine, leisure activities, obligations, etc.

3.2.3. Amount of savings and manner of saving (bank or other deposits, not deposited).

3.2.4. Amount of loans accorded and manner of lending (modern or traditional).

3.2.5. Amount of borrowings and manner of borrowing (modern or traditional: usury); reasons for borrowing.

3.2.6. Volume (or quantity) of reserves and stocks, by type (goods for family consumption, seed grains, goods for repayment, fertilizers, pesticides, medicines, etc.).

3.2.7. Estimated value of the estate and volume of productive investment: land, buildings, furniture, vehicles, machinery, tools and implements, livestock, etc.

3.2.8. Volume or list of non-productive but utilitarian goods and equipment: clothes, household articles, etc.

3.2.9. List of non-productive and non-utilitarian goods (i.e. belongings kept for reasons of prestige: cattle, gold, etc.).

Criterion 3: Family planning

3.3.1. Number of children by family and by maternal age group.
3.3.2. Number of children born during each three-year period following marriage.
3.3.3. Number of couples practising contraception.
3.3.4. Number of couples who consider that the ideal family should contain one, two, three or more children, by number of children.

Dimension 4: Will to obtain and impart information

Criterion 1: Utilization of mass media

4.1.1. Number of daily, weekly and monthly newspapers and magazines purchased and/or read, by statistical unit (individual, family, community) and by unit of time.
4.1.2. Number of radio and television sets owned and in use.
4.1.3. Amount of time spent listening to or viewing programmes, by unit of time and type of programme (news, specialized programmes, music, etc.).
4.1.4. Number of tape-recorders and cassettes, and amount of time spent listening, by unit of time and type of content.

Criterion 2: Recourse to other sources of information and to appropriate sources of assistance

By statistical unit and unit of time
4.2.1. Number of requests for advice addressed to professional organizations (trade unions, etc.) or to civic or administrative bodies (municipal authorities, village councils, etc.).
4.2.2. Number of requests for advice addressed to welfare services (social security, mutual aid, insurance, etc.).
4.2.3. Number of requests for advice addressed to family-planning counsellors.
4.2.4. Number of requests for advice addressed to cultural centres or religious and doctrinal bodies.
4.2.5. Number of requests for advice addressed to banks, credit unions, etc.
4.2.6. Number of journeys undertaken, by duration, distance and type: family reasons, seasonal migration, search for employment, religious grounds, etc.

Criterion 3: Social and informative utilization of reading and writing

By statistical unit and unit of time
4.3.1. Number of written communications received or sent, by type: personal or administrative correspondence, exchange of information, miscellaneous.
4.3.2. Number of official forms filled out, by type: administrative, professional, postal services, co-operative, etc.
4.3.3. Number of diaries, notebooks, almanacs, yearbooks, etc., utilized.

Dimension 5: Participation

Each of the organizations listed below should be the subject of a table indicating the degree and intensity of participation by workers receiving literacy training (experimental sample) and by workers not receiving literacy training (control sample), with information concerning: membership, office-holding, attendance and involvement, speech-making, etc.

Criterion 1: Economic organizations

5.1.1. Trade unions.
5.1.2. Co-operatives.
5.1.3. Joint management-worker bodies.

Criterion 2: Social organizations

5.2.1. Traditional assemblies.
5.2.2. Cultural and religious organizations.
5.2.3. Mutual aid societies.
5.2.4. Sports associations.

Criterion 3: Political and civic organizations

5.3.1. Community administration.
5.3.2. Political parties.
5.3.3. Groups of notables, judges, local 'wise men'.
5.3.4. Regional or national delegations.

Dimension 6: Know-how and action (at the productive level)

Criterion 1: Vocational skills

6.1.1. Level of qualification in the principal and (if any) secondary occupation: technician, skilled worker, semi-skilled, unskilled, labourer, casual worker, etc.

6.1.2. Main job description according to mental or intellectual capacities required (e.g. reasoning, speed of comprehension, memory, imagination, initiative, observation, concentration, visual alertness, manual dexterity, tenacity, artistic sense, etc.).

6.1.3. Performance rating.

6.1.4. Output (quantity, by unit of time) in the principal occupation.

6.1.5. Quality of output in the principal occupation.

6.1.6. Length of employment: in present job; with present employer; in present occupation; in present locality.

6.1.7. Degree of wasted capacity in present job.

Criterion 3: Work habits

6.2.1. Absenteeism: by unit of time (monthly, quarterly, annual) and by cause.

6.2.2. Punctuality: late arrivals over given period.

6.2.3. Observance of safety precautions: wearing of helmets, goggles, gloves and other protective clothing; observance of smoking prohibition, use of safety mechanisms, etc.: number of breaches of regulations by type and by period.

6.2.4. Number and gravity of accidents by period: type of accident and number of days lost.

6.2.5. Maintenance of machinery and tools: observance of standard regulations, frequency of greasing, etc. Number and duration of breakdowns by period.

6.2.6. Care of working environment: cleanliness, scouring, observance of regulations, etc., by period.

Criterion 3: In-service training

6.3.1. Number of courses followed: frequency, duration, level, by age, seniority, grade.

6.3.2. Pre-employment training: duration, by sex, age, grade.

6.3.3. Nature and duration of in-service apprenticeship.

Dimension 7: Know-how and action (conservation and reproduction of manpower)

Criterion 1: Health habits

7.1.1. Number of medical and pre-natal consultations by unit of time.

7.1.2. Number of births attended by doctors or qualified midwives.

7.1.3. Number of infant deaths: between birth and 1 year, 1-3 years old, more than 3 years old—by unit of time.

7.1.4. Number of preventive measures, per month and type of measure.

7.1.5. Number of families maintaining medicine chests.

Criterion 2: Hygiene

7.2.1. Number of hygienic practices by unit of time: baths, showers, dental care, etc.

Criterion 3: Nutrition

7.3.1. Structure of diet: main ingredients and frequency of meals.

7.3.2. Hygienic practices with regard to foodstuffs: boiling water or milk, filtering water, protecting foodstuffs from insects, dust, etc.

Dimension 8: Higher living standards (economic dimension)

Criterion 1: Factors and volume of production

(See 6.1.4. and 6.1.5. for handicraft or industrial output.)
Agricultural production (principal or secondary occupation).

8.1.1. Area cultivated (or number of coffee plants, cacao trees, fruit trees, etc.) by crop.
8.1.2. Non-cultivated areas by type (fallow land, pasture, forest, scrub, marshland, etc.).
8.1.3. Main crop production (in weight or volume): quantity harvested, marketed, consumed, stored (seed), by crop.
8.1.4. Livestock: number on the hoof, marketed, consumed, by type of animal.
8.1.5. Small animals: number on the hoof, marketed, consumed, by type of animal.
8.1.6. Ancillary production: hunting, fishing, gathering, vegetable gardening, bee-keeping, etc.

Criterion 2: Family budget

8.2.1. Basic income of each member of the family.
8.2.2. Additional income (secondary occupations).
8.2.3. Allowances, bonuses, etc.
8.2.4. Value of production marketed, by product.

Criterion 3: Consumption of durable goods

8.3.1. Expenditure on the functional improvement of living accommodation and storage space, by type, cost and/or number of man-hours involved: e.g. construction of roofs, windows, kitchen, installation of running water, showers, lighting, ventilation, etc.
8.3.2. Means of production (ploughs, carts, seed drills, etc.) by type.
8.3.3. Goods and equipment: see 3.2.7.-3.2.9.
8.3.4. Number of families possessing durable goods which contribute to improved living standards, e.g. bicycles, alarm clocks and watches, radio and television sets.
8.3.5. Number of households possessing some elements of comfort, e.g. running water, lighting, electricity or gas, baths or showers, lavatories, etc.

Dimension 9: Higher living standards (psycho-cultural dimension)

9.1.1. Opinions concerning women: number of persons in favour of monogamy, literacy, education and wage-earning employment for women, female participation in the administration of local affairs, etc.
9.1.2. Degree of ambition with regard to the future of offspring.
Etc.

Document 8. List of hypotheses formulated for the global evaluation of EWLP

Hypotheses for internal evaluation

Hypotheses concerning the characteristics of participants

1. The results of functional literacy action vary according to the degree of homogeneity of the groups of participants in terms of age, sex, activity and occupational status.
2. Age, marital status, family situation, degree of literacy prior to functional literacy training, and social and economic status all affect: registration; attendance; attrition; participation in examinations; success in examinations; retention of knowledge; adoption of practices recommended during the programmes; attitudinal and behavioural changes.
3. The effectiveness of functional literacy training depends on the participant/instructor ratio applied in the programmes.

Hypotheses concerning the characteristics and training of instructors

4. The performances of participants are affected by certain characteristics of their instructors: age, level of previous training, professional experience, familiarity with the application of literacy training methods; more particularly, instructors whose occupations and socio-economic status are identical with those of participants obtain better results than professional teachers and instructors whose occupations and socio-economic status are different.
5. A short but intensive period of initial training followed by periodic refresher courses constitutes a more effective technique for the training of instructors than a lengthy initial course without refresher training.
6. The extent to which the training of instructors is practical and centred on the basic principles and rules for the utilization of teaching material has a direct bearing on the effectiveness of such training.
7. The effectiveness of functional literacy training depends on the extent to which the instructional programme can be improved in the light of acquired experience, changing conditions and feedback from practical experience.

Hypotheses concerning the methods and means of functional literacy training

8. Training in functional literacy leads to positive changes, on condition that it is linked with an authentic process of political, social or technical innovation of concern to the participants.
9. The effectiveness of a functional literacy programme is related to the degree of specificity with which development objectives and the associated objectives of training are defined.
10. The more programmes are centred on problems actually encountered by participants in the course of their work, the greater the effectiveness of functional literacy training.
11. The more fully the content and material of programmes take account of the cultural environment of the participants and are presented in a language which is familiar to the latter, the greater the effectiveness of functional literacy training.
12. Integration of the content of programmes increases the effectiveness of functional literacy training.
13. The effectiveness of functional literacy training depends on an optimum relationship between the intensity of the teaching/learning process (measured by the frequency of courses) and its duration.
14. The effectiveness of the teaching material employed depends on the extent to which its different elements are integrated and programmed.

Hypotheses for external evaluation

Hypotheses concerning adaptation to the milieu

15. Functional literacy encourages the integration of individuals with their social and cultural milieu by encouraging them to extend the temporal framework of their activities and to adopt more rational patterns of behaviour resulting in a greater degree of autonomy in the quest for solutions to their problems and in the pursuit of learning, for themselves and for their offspring, thus consolidating their social adaptation.
16. Functional literacy encourages the development of improved forward-looking attitudes (prospective dimension).
17. The rate of scholarization of children of adults receiving functional literacy training is significantly higher than the rate observed among children from illiterate families.
18. Adults who have received functional literacy training frequently manifest more foresighted attitudes with regard to savings, family planning, etc. than illiterates.
19. Functional literacy encourages the development of attitudes leading to the autonomous acquisition of objectively useful knowledge (self-training) (cognito/acquisitive dimension).
20. Adults who have received functional literacy training express more than illiterates a clear preference for radio broadcasts dealing with agricultural and/or educational subjects.
21. Adults who have received functional literacy training are more inclined than illiterates to seek opinions, advice and technical assistance from competent organizations or individuals.
22. Functional literacy encourages the development of community solidarity and associative behaviour (integrational dimension).
23. Adults who have received functional literacy training are more inclined than illiterates to set everyday problems and their solution against the background of the community.
24. Adults who have received functional literacy training tend more actively than illiterates to participate in collective organizations (professional, cultural, religious or recreational associations, etc.).

Hypotheses concerning control of the milieu

25. Functional literacy training encourages participants to control their human and material environment through the development of their practical knowledge and the adoption of more rational procedures in productive activities and in the protection of health.
26. Adults who have received functional literacy training have a more positive attitude to their work, possess greater technical knowledge and apply this knowledge more thoroughly, than illiterates.
27. There is less absenteeism among functionally literate workers than among illiterates.
28. The performance of workers who have received functional literacy training is appreciably more highly rated by their superiors (engineers, technicians, foremen) than that of illiterates.
29. Familiarity and understanding with regard to technical and productive practices (concerning technical standards and the means and inputs of production) are greater among adults who have received functional literacy training than among illiterates.
30. The adoption of technical and productive practices (involving technical standards and modern inputs) and/or up-to-date

technical and economic standards is more pronounced among adults who have received functional literacy training than among illiterates exposed to factors external to the project.

31. The adoption of more rational technical and productive standards (with regard to agricultural time-tables, methods of cultivation, working procedures, etc.) is more prevalent among adults who have received functional literacy training than among illiterates.
32. The adoption of modern inputs (pesticides, fertilizers, high-yield seeds, etc.) is more prevalent among producers who have received functional literacy training than among illiterates.
33. Participants in functional literacy programmes are more familiar than illiterates with modern techniques for the preservation and reproduction of human capacities and energies (practices related to health, hygiene and nutrition), and adopt these techniques more consistently.

Hypotheses concerning the transformation of the milieu

34. Functional literacy training encourages participants to transform their economic and psycho-cultural environment by aiding them to give practical effect to the intellectual, social and economic potential they have acquired, by inciting them to improve their living standards and by generating attitudes favourable to innovation and development.
35. Participants in functional literacy programmes produce, earn and consume more than illiterates (economic dimension).
36. Means of production and output (in terms of substance and/or value) increase faster among participants in functional literacy programmes than among non-participants living under comparable conditions.
37. Real or potential monetary income and/or property are greater among participants in functional literacy programmes than among non-participants.
38. Consumption of durable goods is higher among adults who have received functional literacy training than among illiterates.
39. To a greater extent than illiterates, adults who have received functional literacy training are amenable to economic and social progress, are aware of the ways and means of achieving such progress and of their own role in the process, are inclined to adopt rational approaches to the solution of problems and are concerned with the quality and value of their work (psycho-cultural dimension).
40. Adults who have received functional literacy training are more inclined than illiterates to reject values and structures which impede development and to look in the direction of change and innovation.
41. Participants in functional literacy programmes are more favourable than illiterates to economic planning and calculation.
42. Functional literacy training renders individuals more aware of their responsibility for the improvement of the well-being of the community and better disposed to assume that responsibility.
43. Functional literacy training develops awareness of the material and moral benefits that adult education can bring both to individuals and to the community.

44. Confidence in modern technological achievements and understanding of the origins of natural phenomena are more pronounced among adults who have received functional literacy training than among illiterates.
45. Adults who have received functional literacy training are less concerned than illiterates with the purely material aspect of their work, and are more concerned with quality of performance.
46. The desire for promotion and for occupational mobility within and beyond their present employment is stronger among adults who have received functional literacy training than among illiterates.

The above hypotheses are taken from the documentation of the global evaluation of EWLP (Document VII for internal, and Document VI for external, evaluation). Needless to say, other hypotheses may be formulated in these two fields and others, more particularly in respect of action taken prior to the launching of a functional literacy project and to the definition of its institutional framework: insertion of the project into the political context; determination of degree of autonomy of the project; integration with national institutions; internal organization of the project; assessment of the material and human resources at its disposal, etc.

5.2 Indicators and Elements for Measurement of Change in Experimental Literacy Projects

From:

Manual on Adult and Youth Education (draft), UNESCO, Paris 1971

Indicators and Elements for Measurement of Change in Experimental Literacy Projects

This appendix suggests elements which could be considered in preparing a list of indicators to be applied in a project. The elements are listed separately for indicators at the participant and work-unit and community level; minimum measurements for direct international comparisons are also suggested.

A perusal of areas, indicators and elements would show that they relate to different levels. Those concerning acquisition of literacy and work-competence are closer to the causal factor (functional literacy) while productivity and level of possessions are the ultimate desired goals; the others are in the nature of intervening variables. During the short period, greater changes should be expected in variables closer to the causal factor and over a period of time the intervening variables should also show increasing changes culminating in changes in productivity and level of possessions.

The elements listed in this Appendix should only be treated as suggestions. The selection must be made in this context of the specific operational objectives as well as the personnel and funds available for evaluation. If in a project the indicators and their elements are considered too numerous for a feasible data-collection instrument, a few could, perhaps, be used in the process or special studies. This might, for example, be true of the "level of possessions" indicator. However, the minimum measurements specified in this Guide should be made in all projects so that international comparisons can be made directly in order to arrive at generalizations and to explain the changes.

I. Area of change: Literay

A) Degree of skills in reading, writing and arithmetics

Elements for Indicators at Participant Level 1	Minimum Measurement at Participant Level 2	Elements for Indicators at Work-Unit & Community Levels 3	Minimum Measurement at Work-unit and Community Levels 4
a) reading with comprehension (grasping main ideas of a written passage, understanding detailed instructions and following them, comprehending implied meaning) b) writing with meaning (ability to communicate main ideas in a written passage) c) ability to solve simple questions on arithmetic involving additions, subtraction, multiplication and division d) knowledge of local weights and measures as well as scales and tools used in this connection e) pronunciation f) logibility g) average number of words read per minute h) average number of words written per minute i) correct use of punctuation marks In preparing the literacy test care should be taken to ensure that the reading and writing passages are of the type which participants should be expected to read and write as part of their vocation; the questions on arithmetic should be drawn from problems in everyday life. The literacy test will measure the skills in reading, writing and arithmetic; it should be appropriate also to assess the efforts made by the participants to learn the skills. A simple way of doing so would be to calculate the ratio of actual to maximum attendance. If a participant was expected to attend for a total of 300 hours but was present for 240 hours only, his score would be .8	i) percentage of marks obtained in a literacy test designed to measure ability to read and write with comprehension as well as solve simple arithmetic problems. Of the several elements suggested under column 1, a) to d) are the most important and should be used for the test in every project. The rest could be included if the course is of sufficiently long duration or there is good reason to hope that the participants would be able to achieve a high standard. ii) ratio of actual maximum attendance	a) registration in functional literacy courses: - This can be expressed as a proportion of those who registered in functional literacy courses to the total number for whom the programme was prepared and who were expected to join. If a factory or community had 460 illiterate adults of whom 200 were desired and expected to join literacy classes but actually only 150 registered, the proportion would be .75 b) drop-outs: - This can be expressed as a proportion of those who dropped out to those who registered. If of the 150 who registered 30 dropped out, the proportion would be .20 c) successful completion of course: - This can be expressed as a proportion of those who passed the test to those who attended. If as many as 120 attended the course and only 90 passed the test during the experimental period, the proportion would be .75 d) average attendance: - This can be expressed as a proportion of actual attendance during each course	The three measurements given below should be worked out separately for men and women as well as for participants divided by the eight age groups detailed below: - 10 to 14 years - 15 to 19 years - 20 to 24 years - 25 to 34 years - 35 to 44 years - 45 to 54 years - 55 to 64 years - 65 + years i) proportion of those who registered in functional literacy courses to the total number of those who were expected to join ii) percentage of drop-outs at different stages of the programme, that is within a month; from 1 to 2 months, from 2 to 4 months; from 4 to 6 months; and after 6 months from the start of functional literacy instruction iii) proportion of those who passed the literacy test to the total number of those who attended the literacy classes.

B. Extent to which skills in reading, writing and arithmetics are used

Elements for Indicators at Participant Level 1	Minimum Measurements at Participant Level 2	Elements for Indicators at Work Unit & Community Levels 3	Minimum Measurements at Work Unit and Community Levels 4
a) reading of newspapers and periodicals; development-oriented literature; library books; or any other literature obtained from any source. The type of materials read should be reported b) maintaining household and /or occupational accounts c) reading and writing letters, messages and any other communications	iii) position on a scale of reading comprised of three categories - low, medium and high (the position of a participant could be determined by the time devoted to reading of any kind.	a) number of libraries and reading rooms as well as total membership b) total number of books possessed by libraries and reading rooms c) average number of books borrowed during a month d) total number of books distributed free or sold to people e) circulation of any other written materials f) total sale of newspapers and periodicals g) total number of letters received or sent out An enterprise/community should be given a score on each selection. An uniform standard should be applied in the whole project for assigning scores	iii) proportion of actual to expected use of reading and writing based on score assigned on basis of measurement of appropriate elements from a) to e) under column 3. If an enterprise/community has the score of 75 out of a maximum of 100, the proportion would be .75

II. Area of change: Work Competence

A) Degree of competence for vocational tasks

Elements for Indicators at Participant Level 1	Minimum Measurements at Participant Level 2	Elements for Indicators at Work Unit & Community Levels 3	Minimum Measurements at Work Unit and Community Levels 4
A. For those engaged in agriculture: a) understanding of principles, methods and techniques of recommended agricultural practices, as well as appreciation of the need for adopting them b) ability to plan for appropriate agricultural tasks Every project should draw up a list of all agricultural concepts, tools and practices which are recommended and will be taught under the Functional Literacy Project. The practices will vary from project to project. Examples: soil testing, weed eradication, improved seeds, irrigation, manures and fertilisers, pesticides and scientific methods of cultivation. The test for vocational competence should comprise items which are closely related to participants' vocation in the context of local conditions as well as the total learning experience provided under the Functional Literacy Programme. B. For those engaged in handicrafts, cottage, industries, etc.: The elements will be similar to those under A. above; the recommended practices will however pertain to participants' vocation. C. For housewives: The elements will be similar to those under A. above; the recommended practices will be different, such as nutrition, child care, house-keeping, cooking, food preservation, tailoring, embroidery D. For factory workers: a) skills in proper use of machinery and equipment entrusted to the participant b) skills in proper use of machinery and equipment which might later become available to the participant. A vocational competence test should be prepared to check skills in use of machinery and equipment, in the same way as for those engaged in agriculture and other sectors. The test should be closely related to the concepts and skills which the workmen are expected to learn in order to raise their efficiency.	iv. A. For participants other than industrial workers: percentage of marks obtained in a vocational competence test designed to measure understanding and abilities appropriate for adoption of recommended practices B. For participants who are industrial workers: percentage of marks obtained in a vocational competence test designed measure skills in using appropriate machinery and equipment	Proportion of those who passed the test to those who attended the vocational training course. If 200 farmers (or workmen) participated in the vocational training course and only 120 succeeded in the vocational competence test, the proportion would be .60	iv. proportion of those who passed the vocational competence test to those who participated in the vocational training course The proportion should be worked out separately for men and women and for participants divided by the eight age-groups detailed earlier in the appendix.

B) Extent to which vocational competence is actually used

Elements for Indicators at Participant Level 1	Minimum Measurements at Participant Level 2	Elements for Indicators at Work Unit & Community Levels 3	Minimum Measurements at Work Unit and Community Levels 4
A. For those engaged in agriculture: extent to which the participant has actually adopted the recommended agricultural practices. If the participant anticipates or experiences any difficulties or problems in accepting the recommended practices, they must be reported. B. For those engaged in handicrafts, cottage industries, etc.: the elements will be similar to those ander A above. C. For housewives: the elements will be similar to those under A above D. For factory workers: extent and efficiency with which the participant is actually applying the methods and techniques taught to him in the Functional Literacy courses. If appropriate machinery or equipment is unavailable or if the participant experiences any difficulties or problems in using them, details must be reported.	v. A. For all participants other than industrial workers: position on a scale of adoption of recommended practices, comprised of 3 categories - low, medium and high (the position of a participant might depend on the proportion of actual to maximum recommended practices) B. For all participants who are industrial workers: position on a scale of efficiency in work, comprised of 3 categories - low, medium, high (the position of a participant might depend on superviser rating)	A. For rural communities: a) extent to which the community uses some of the key commodities or services required for recommended practices, for example, quality seeds, fertilizers, and farm implements for agricultural development. The sale of such commodities or provision of services through cooperatives or such other agencies would be indicative of the extent to which the community has actually adopted the recommended agricultural practices. b) extent to which institutionalized services for agricultural development are actually provided in the community, for example workshops for repairs of agricultural implements, stores for quality seeds, agencies for day-to-day guidance in agriculture, etc. B. For factories: a) extent to which the factory uses new machinery and production techniques which require functionally literate workers rather than old type of machinery and production techniques which could be handled by functionally illiterate workmen b) extent to which institutionalized services are provided in the factory to assist the workmen in achieving and maintaining higher vocational competence e.g. training and guidance institutions	v) position on a scale of actual vocational competence at the level of the people for whom the programme is prepared, comprised of 3 categories - low, medium & high (the position of a community or factory might depend on assessment of elements referred to in column 3).

III. Area of change: Educational Orientation

A) Degree of educational orientation

Elements for Indicators at participant Level 1	Minimum Measurements at Participant Level 2	Elements for Indicators at Work Unit & Community Levels 3	Minimum Measurements at Work Unit and Community Levels 4
interest and extent of participation in extension and facilities for formal and informal education, for example: consultations with extension functionaries, attendance at adult education meetings, group discussions, debates and symposia, exhibitions, educational excursions. The extent of participation should be reported in relation to the type of educational facilities - development of vocational oriented or otherwise. Furthermore difficulties or problems experienced in participation should be reported	vi) position on a scale of participation in extension and educational facilities, comprised of 3 categories - low, medium and high (the position of a participant might depend on the basis of answers to a set of questions and/or ratings by functionaries of extension and educational services)	the number and membership of institutions set up to provide opportunities for continuing education e.g. discussion groups, book centres, adult education and guidance centres, etc.	
B) Degree of interest in and efforts for education of children		a) proportion of boys who actually attend school to the total number of boys of school going age. If a community has 500 boys who are expected to go to school but in fact only 400 actually attend, the proportion would be .80.	
a) interest in the education of boys and girls		b) proportion of girls who actually attend school to the total number of girls of school-going age	
b) special facilities provided for boys and girls to help them in their studies, for example giving sufficient room-space and furniture for studies, additional tuition at home, supplementary food, etc.			
c) aspirations in respect to education of boys and girls If possible, interest and aspirations should be reported in relation to type of education - literacy or vocational. Furthermore difficulties or problems experienced in this area should be reported.			
d) proportion of participants' boys who actually attend school to those expected to attend			
e) proportion as above for participants' girls			

IV. Area of change: Mass Media Exposure

A) Extent of exposure to mass media

Elements for Indicators at Participant Level 1	Minimum Measurements at Participant Level 2	Elements for Indicators at Work Unit & Community Levels 3	Minimum Measurements at Work Unit and Community Levels 4
a) interest in radio, TV, cinema and press b) extent of listening to radio and viewing TV, average number of films seen per month and use made of press. Participation in mass media should be reported in relation to the type of programme heard or viewed. Further, problems and difficulties experienced in participation must be reported c) extent of participation in group discussions after listening to radio and viewing TV d) extent and nature of participation in action following from community listening or TV viewing and/or group discussions	vii) position on a scale of participation in mass media, comprised of 3 categories - low, medium and high (the position of a participant might depend on the score given on the basis of answers to a set of questions and/or ratings by secretary of community listening or viewing club)	a) number of privately owned and community listening sets b) membership of radio forums c) number of privately owned and community viewing TV sets d) membership of teleclubs e) number of cinema seats. If possible, proportion of population to total sale of tickets, per month	vi. position on a scale of exposure to mass media at the level of the people for whom the programme is prepared, comprised of 3 categories - low, medium, high (the position of a community or factory might depend on a score assigned by an appropriate functionary on the basis of people's involvement in listening to or viewing mass media, discussing the contents and utilizing them for development purposes) Note: Some of the elements appropriate for "press" were earlier included under the area "extent to which skills in reading, writing and arithmetic are used"

Note: Some of the elements appropriate for "press" were earlier included under the area "extent to which skills in reading, writing and arithmetics are used"

V. Area of change: Organizational Participation

A) Extent of participation in primarily economic organizations

Elements for Indicators at Participant Level 1	Minimum measurements at Participant Level 2	Elements for Indicators at Work Unit and Community Levels 3	Minimum Measurements at Work Unit and Community levels 4
a) interest in the activities of economic organizations b) number of organizations of which the participant is a member c) average time spent in the attending meetings or participating in the other activities of the organizations d) the nature of responsibilities shouldered, for example, simply as an ordinary member or as an office-bearer Every project should draw up a list of all primarily economic organizations - multi-purpose cooperatives, purchase and sales services, credit and such other institutions, in respect of which participation is sought to be promoted through the functional literacy programme. Participation should be reported in relation to the type of organization. If the participants experience any difficulties or problems in greater participation the same must be reported.	viii) position on a scale of participation in primarily economic organizations, comprised of 3 categories - low, medium and high (the position of a participant might depend on the score given on the basis of answers to a set of questions and/or ratings by functionaries of the economic organizations concerned)	a) number of primarily economic organizations b) total membership of the above c) activities of the organizations and their significance for economic and social development	vii) position on a scale of involvement in economic organizations at the level of the people for whom the programme is prepared, comprised of 3 categories - low, medium and high (the position of a community or factory might depend on a score assigned by an appropriate functionary on the basis of the activities of the organizations and their significance for economic and social development)

B) Extent of participation in primarily civic and social organizations

The elements will be similar to those for the above indicator, namely extent of participation in primarily economic organizations. Every project should draw up a list of relevant civic and social organizations. Participation should be reported in relation to the type of organization. If the participants experience any difficulty or problem in greater participation, the same must be reported.	ix) position on a scale of participation in primarily civic and social organizations, comprised of 3 categories - low, medium and high (The position of a participant might depend on the score given on the basis of answers and/or ratings by functionaries of important civic and social organizations).	a) activities of the organizations and their significance for economic and social development b) concrete results of participation, for example completion of useful group project like roads, community baths, parks, etc.	viii) per capita contribution of people through voluntary group efforts to the end of providing amenities and services for the collectivity. Suppose a group of 450 persons completed together a project of the value of $ 900, the per capita contribution would be $ 2

VI. Area of change: Health Practices

Elements for Indicators at Participant Level 1	Minimum Measurements at Participant Level 2	Elements for Indicators at Work Unit and Community Levels 3	Minimum Measurements at Work Unit and Community Levels 4
a) understanding and appreciation of the principles of personal and public health, as well as nutrition; the causes, prevention and cures of common diseases; and the functions of health organizations operating in the area. Every project should draw up a list of important health and nutrition problems in respect of which understandings are to be created and attitudes promoted. A test could be developed to measure the understanding and attitudes with specific reference to the items in this list.	x) position on a scale of actual acceptance of modern health practices, comprised of 3 categories - low, medium and high (the position of a participant might depend on the score given on the basis of answers to a set of questions and/or records in local clinic, for example ratio of actual to desired innoculations and such other preventive measures)	a) the number of hospital and maternal beds b) total annual number of patients c) extent to which public health services are provided of pure water, disposal of refuse and rubbish, etc.	-
b) the extent to which the participant has actually used the above understanding to solve the problems of personal and community health. Actual behaviour, particularly when epidemics break out. If the participant experiences any difficulty or problem in using his understandings for solving the problems of health, the same must be reported.			

VII Area of change: Productivity

A) Extent of contribution to production or other basic objectives of the community/enterprise

Elements for Indicators at Participant Level 1	Minimum Measurements at Participant Level 2	Elements for Indicators at Work Unit and Community Levels 3	Minimum Measurements at Work Unit and Community Levels 4
A. For wage/salary earning participants: a) absenteeism and punctuality b) care in proper use and maintenance of machines and equipment; ability to undertake minor repairs and avoid waste c) identification with the enterprise and the degree of discipline in work Every project should prepare a list of important ways in which a participant might make a contribution to the processes of production or the basic objectives of the enterprise for which he works. Difficulties or problems in making a greater contribution should be reported. A "productivity contribution test" should then be prepared consisting of the important elements referred to above. Each participant might then be given a score on the basis of his answers to specific questions and/or appropriate supervisor ratings.	xi) For wage/salary earning participants position on a scale of contribution to the production or other purposes of the enterprise, comprised of 3 categories - low, medium and high (the position of a participant might depend on his score in the productivity contribution test)	A. For industrial enterprises a) the proportion which the undermentioned categories of workmen bear to the total number of workmen who registered for/received functional literacy instruction i) high score on regularity and punctuality in work ii) medium score on above, and iii) low score on above. If 400 workmen registered/attended functional literacy courses, and of them 200 received high scores on the attribute, 100 medium and 100 low, the proportion for i), ii) and iii) would be .50, .25 and .25 respectively. b) similar proportions worked out separately for "proper care and maintenance of machines and equipment, including minor repairs" c) proportion for "identification with enterprise and degree of discipline in work" d) the proportion of the number of supervisers to the total number of workmen supervised e) number of accidents per 100 workmen	ix) A. For industrial enterprises proportion which the undermentioned categories bear to the total number of workmen who registered for/received functional literacy instruction i) high score on "productivity contribution test" ii) medium score on above, and iii) low score on above

VII A) continued

Elements for Indicators at Participant Level 1	Minimum Measurements at Participant Level 2	Elements for Indicators at Work Unit and Community Level 3	Minimum Measurements at Work Unit and Community Level 4
B. For self-employed participants: a) understanding of facilities provided by government or other agencies for increasing production and resourcefulness in making the best use of these facilities b) disciplined and purposeful work Every project should prepare a list of important elements related to greater production. A "productivity efforts test" could then be prepared utilizing appropriate elements and each participant given a score. In preparing this test care should be taken that the elements used do not overlap with those used for the scale of adoption of recommended practices, referred to under indicator no. 4 above. In the "productivity test" the emphasis should be on those elements which lead to increase in production but are not included under adoption of specified recommended practices.	For self-employed participants in agriculture, cottage, industries, etc. position on a scale of efforts for increased productivity, comprised of 3 categories - low, medium and high (the position of a participant might depend on his score in the productivity efforts test)	f) the proportion which the undermentioned categories bear to the total number of workmen who registered/received functional literacy instructions i) high score in "productivity contribution test" ii) medium score in the above, and iii) low score in the above. B. For rural communities the proportion which the undermentioned categories of persons bear to the total number of people who registered/received functional literacy instruction i) high score in "productivity efforts test" ii) medium score on above, and iii) low score on above	B. For rural communities same as in column 3

B) Amount of production or wage/salary

A. For wage/salary earning participants: average income per month B. For self-employed participants: a) gross produce during the year b) quality of produce c) total expenditure on production	xii A. For wage/salary earning participants: - average income per month B. For self-employed participants: - gross produce during the year	total productivity accruing as a result of functional literacy instruction It should be stated that only in very few cases would it be possible to calculate this figure.	x) as in column 3

C) Level of possessions (extent to which specified goods are possessed)

- the number and quantity of goods possessed or services utilized out of a total of 20 to 25, needed for efficiency, comfort, prestige or luxury

Every project should make such a list keeping in view local needs and possession standards. Each participant might then be given a score on the basis of the number and quantity of goods possessed and services utilized.

5.3 Construction of Measurement Tools and Methods and Procedures for Sampling and Control for Evaluation of Experimental Literacy Projects

From:

Manual on Adult and Youth Education (draft), UNESCO, Paris 1971

CONSTRUCTION OF MEASUREMENT TOOLS

For each indicator appropriate to a unit of analysis the evaluation unit must develop measurement tools. The quality of evaluation rests on the efficiency with which tools are prepared and used. Some of the important steps in this are briefly described below:

1. Listing the elements: A list should be prepared of all the elements in respect of which change is planned for or is desired to be measured, as reflected in the statement of specific operational objectives, structure of curriculum and the contents of the programme. A list of elements is suggested under Appendix I.

2. Conceptualizing measurement tools: In respect of each set of elements appropriate measurement tools will have to be prepared. For measurement of indicators at the work-unit and community levels the usual survey techniques will be used. However, for participant level indicators, varied types of tools will be needed:
   a) a test in reading, writing and arithmetic and another for work competence;
   b) scales to measure the extent to which reading, writing and arithmetic are used; the extent to which work skills are used; educational orientation; orientation to education of children; mass media exposure; participation in primarily civic and social organizations; and understandings and behaviour in respect of important health and nutrition practices;
   c) productivity index and possessions index;
   d) rating scales for productivity of industrial workers.

It is now possible in this Guide to elaborate the methods for the construction of varied measurement tools; standard books in research methodology may be referred to for guidance in this field. There are

several ways in which the tools may be constructed. Thus the scales may be differential, summative or cumulative. Standardization would be inadvisable. Important considerations in conceptualizing measurement tools should be: availability of resources in terms of personnel and funds, availability of time to prepare the tools and ensure their validity and reliability, conceptual clarity and simplicity of procedures.

3. Structuring the elements: In preparing a test, measurement scale, index or rating scale relevant elements must be so structured that they are truly representative and indicative of the attribute being measured. This will often involve assignment of weights or relative importance to the different constituent elements. Weighting is a crucial step when values of several elements are to be fused in a single measurement value. Thus, in preparing a scale to measure mass media exposure, scores on use of radio, T.V. and cinema will be added on the basis of a framework of weights, that is, relative importance of the three media. On what basis should weights be assigned? A reasonable principle would be the importance of an element in relation to the operational objectives of the programme. It is desirable for decision in this regard to be taken by a panel comprised of policy-makers, planners, administrators, field-workers, and other closely involved in the programme.

4. Ensuring validity: A tool is valid when it measures the attribute it is supposed to measure. In constructing a measurement tool one must guard against the factors which reduce validity.
The validity of a tool is reduced when another variable contaminates the measurement of the attribute desired to be measured. Thus scores on a comprehension test may be affected by a participant's prior knowledge of the contents of the test. One familiar with the contents may score higher than another totally unaware thereof. All participants should be equally aware or unaware of the contents. Again, ignorance of one's real attitudes or unwillingness to communicate then to others would reduce the validity of attitude tests. Social position of a participant may influence supervisor ratings. It will be desirable to have several ratings by one or different supervisors and use the mean as the measure of the attribute.

There can be several sets of possible questions under an indicator; only one will be selected. It is, however, possible that the set may not be an adequate and representative sample of all possible items and would not then measure the attribute effectively. Increasing the number of questions in the sample would naturally increase the validity though this may be inadvisable from a practical point of view.

5. Safeguarding reliability: The term reliability refers to the consistency with which a tool measures the attribute in question. The tool must be designed and administered in such a matter that the measurements are consistent.
   The reliability of a tool is reduced if it is administered differently to different respondents or at different times to the same respondent. To ensure uniformity in administration, the investigators must be selected and trained with care. Another factor which lowers reliability is the variation in conditions under which the tool is administered. Responses in a group interviewing situation can hardly be expected to be as reliable as when interviews take place in privacy. Under the influence of moods, anger or such other mental states, responses would not be reliable. Care should be taken to ensure that the measurement tools are used under such conditions that internal mental states or external situations influence the responses to a minimum extent.

6. Pretesting: When measurement tools have been constructed they must be tested on persons analogous to those to whom they are to be administered. Pretesting will bring out ambiguities and other factors which hinder free flow of communication. This will furnish the basis for adequate revision of tools as well as the training of investigators.

7. Coding: Coding refers to the categorization of data to facilitate tabulation and analysis. If each response is given a numerical value, the data can be easily counted to find out totals, means and differences.
   So far as literacy and competence tests are concerned, the coding will often be done by the persons who administer them. In the case of supervisors' ratings, the coding will be done by the supervisors. It would be very necessary to visualize the type of data that would require codification and furnish detailed instructions to ensure a common frame of reference. If different test administrators and supervisors follow their own frames, the reliability would be adversely affected.

For the several measurement scales to be used in the evaluation of experimental literacy projects it would be advisable to have multiple choice questions and pre-code the possible responses. Even when openended questions have to be asked, it is a good practice to visualize the basis of results of pre-tests) the possible answers and devise a way for categorizing them into codes. The investigators could then code the responses themselves. In all such cases 'editing' would be necessary to check whether the investigators have followed the standard frame of reference.

To the extent possible the measurement tools should be pre-coded. A specimen of some pre-coded questions is given below:

Indicator	Question no. in schedule	Question	Code
Level of mass-media exposure		For how many days a week do you listen to radio	0 - Never 1 - once 2 - twice 3 - 3 times 4 - 4 times 5 - 5 times 6 - 6 times 7 - daily 9 - no answer
	-	Which type of radio programme do you particularly listen to	0 - none 1 - those specially broadcast for farmers 2 - weather reports 3 - reports on market rates 4 - songs 5 - drama 6 - news 9 - no answer
		Generally, how much time per week do you give to listening to special farmers' programmes	0 - None 1 - less than 1/2 hour 2 - between 1/2 and 1 h. 3 - between 1 and 2 hours 4 - between 2 and 3 hours 5 - between 3 and 4 hours 6 - more than 4 hours 9 - no answer

8. <u>Visualising interpretation of differences in data at two points in time</u>: The administration of the measurement-tools at two points in time will bring out the shifts in respect of the attribute under measurement. It is useful to assess the value of shifts in relation to the possibility of change. Suppose in respect of the competence test the baseline measurement was 80; the value at the second measurement rose to 92 that is by 12 points. Although the gain of 12 points looks small, it was 60 % of the total possibility, namely 20 points. In another case, the shift from 20 in baseline to 60 in second measurement gives the impressive figure of a gain of 40 points; this, however, was only 50 % of the total possibility, namely 80 points.

METHODS AND PROCEDURES FOR SAMPLING AND CONTROL FOR EVALUATION OF EXPERIMENTAL LITERACY PROJECTS

The experimental literacy programme will be carried on in a large number of communities and work units within the area of the sub-project. Thousands of participants will be attending the functional literacy classes. It is neither possible nor necessary to make a detailed study of all the communities, work units and individuals. An adequate and representative sample should be selected at each level. Methods and procedures in this regard are suggested below:

1. Selecting a sample of communities for the experimental group in rural sub-projects
   a) A sub-project should be divided into areas on the basis of geographic, economic and cultural factors. Comprehensive lists of all communities in each area should then be prepared.
   b) The communities in each area can be further divided on the basis of the size of the population (large and small) and communication with urban centres (very little social interaction due to distance from urban centres or lack of means of transport and communication or large measure of social interaction due to nearness to the urban centres or availability of speedy means of transport and communication). Those communities in which the experimental projects are not likely to be taken up on a sufficiently large scale may be dropped from the list.
   c) From each category one or more communities may be selected following the method of systematic sampling with a random start. The first community should be selected by a random number and the remaining ones by taking a fixed interval after the first choice.

The fixed interval will always be the total number of commuities in the list divided by the number of communities to be selected. (An illustration of the method is given on page 84).

2. Selecting a sample of communities for the control group

a) The communities in the control area must be from the same categories as those in the experimental. In other words, for communities of each type (the criteria being geographic, economic cum cultural; size, and nearness to urban centres), there should be at least one similar community in the control area.

b) As far as possible, the control communities should be so selected that the inhabitants have little interaction with those from communities in the experimental area.

c) the random sampling method should be used in selecting communities from all those eligible for inclusion in a certain category.

The selection of communities for purposes of control may present not only social and political problems but also raise methodological issues. It is not always possible to find analogous communities which may be free from the radiation effect emanating from the experimental group. The advantages of functional literacy, increased communications, processes of economic and social development, etc. in the experimental group would informally radiate to the control communities through the natural contacts between the two types of groups. People living in the control communities will perhaps gain in understandings, attitudes and skills and thereby stimulate the processes of development merely due to the proximity of and interaction with the experimental communities.

If the area of the sub-project is homogeneous, the danger of radiation may be somewhat reduced by having a bigger area earmarked as control. It may then be hoped that at least the more distant communities and farms in this area will be more or less free from the radiation effect.

But, if the area of the project is heterogenous, a few control communities will have to be selected in each sub-area so that maximum similarity between the experimental and control communities is ensured. This would, however, increase the possibility of radiation effect.

To some extent the possibility of radiation effect may be reduced by having a pocket of a comparatively larger number of control communities in each distinct type of sub-area, but this would mean denying them the opportunity of profiting from functional literacy.

A decision in regard to the size and methods for selecting the communities for control can only be taken after a careful study of the local situation, the physical geography, economic activity, cultural divisions, means of transport and communication, and patterns in inter and intra-regional social interaction in the area of the project.

3. Selecting a sample of wards/arrondissements and work units for the experimental group

For data in regard to the place of residence, the town or city may be divided into wards/arrondissements and a representative random sample of these may be selected so that there is at least one from each significant type (residential, commercial, industrial; near the heart of the city; near the outskirts; in the suburbs).

For data in relation to the place of work, the whole factory, workshop or farm may be treated as a unit if a very large number of workmen from it are to attend functional literacy classes. If the potential participants are concentrated in a few departments, the data may be gathered in relation to those departments alone.

4. Selecting a sample of wards/arrondissements and work units for the control group

The control area must be located in a comparable part of the town or city where, however, the people would not register in the literacy classes. Similarly, the control work units would be those which do not have the advantage of the literacy programme.

The procedures for the selection of the sample must be the same as that for the selection of the sample in the experimental area. In some projects it may be relatively easy to locate a control factory, workshop or farm. Difficulties may be encountered in other projects where no comparable factory, workshop or farm is available to form the "control" and the evaluators may then have to consider assigning a part of the factory, workshop or farm to be the "control". In this case the possibilities of radiation effect would have to be considered for it would be extremely difficult to ensure the absence of social, cultural, business and other contacts between the experimental and the control groups. It may also be impossible to adminster a control system within one factory, workshop or farm and this approach should be used only as a last resort. As far as possible, attempts must be made to find a work unit like the experimental but located at some distance from it so that there are few contacts between the two.

5. Selecting a sample of participants for the experimental group

In view of the large number of participants and the wide variety of distantly situated communities in which they live, the selection of an adequate and representative sample should be expected to present practical difficulties. The procedure suggested below may be found helpful:

a) The work of identification and registration of participants should start about a month before actual instruction and training are to commence.

b) The prospective participants should be divided into categories on the basis of significant variables like sex, age, occupation, economic-cum-social status, and ethnic groups so far as rural adults are concerned; and sex, age, type of skill involved in work, and economic cum social status in the case of urban industrial workers.

c) Under each category the names of prospective participants should be written in alphabetical order.

d) The question of the desired size of the sample must be carefully considered. In arriving at a decision the following factors should be taken into account:

   i) The number of categories of participants in respect to which the impact of the experimental programme is desired to be assessed: The purpose of evaluation is not just to provide ovidence about the usefulness of the programme for a general mass of population but to analyse the consequences in relation to specific groups of participants. Naturally the larger the categories of participants, the greater must be the size of the sample. In fact, the desired size of the sample must be determined for each category and not in its totality. In each category there should be sufficient cases to enable statistical computations and tests to be made.

   ii) The rate of panel mortality: Of the adults who register in the literacy classes a few fail to turn up when training commences and some drop out after attending the classes for varying periods of time. To ensure a sufficient number of cases for interim and terminal surveys, the size of the sample for baseline survey under each category should be fairly large.

e) To be able to draw a representative sample from each category of participants a decision must be made in respect of the "fraction of sampling", that is, the interval at which participants in the category-wise lists would be selected for inclusion in the sample. The "intervals" can be obtained by dividing the total number of participants in the lists by the desired sample size. Thus, if the list in a certain category has 400 persons and a sample of 100 is desired, the size of the interval would be 4.

f) The starting number may be found by random selection. The method of systematic selection with a random start may be used in selecting the samples from different category-wise lists. Thus if in a factory there are 400 persons in a list and the random starting number is 2, the interval being 4, the sample should include 2, 6, 10, 14, 18, etc. In case it is not possible to interview a certain person in the sample, the person next in the alphabetical list may substitute for him.

6. Selecting a sample of persons for the control group

In selecting the sample of persons for the control group, the principle of category-wise matching should be followed. In other words, for each category of participants in the experimental sample there should be a few cases in the control group. Within each category the method of random selection should be used.

5.4 The Effects of Literacy in Kenya: Questionnaire for Literacy Learners and Questionnaire for Literacy Teachers

UNESCO, International Institute for Educational Planning (IIEP), Paris 1986, in cooperation with the Ministry of Culture and Social Services, Nairobi

EFFECTS OF LITERACY

Questionnaire for Literacy Learners

Date of interview _____

Name of interviewer _____

Before administering this questionnaire:

- introduce yourself,
- explain the objective of your visit to the interviewee,
- inform him/her about the objectives of the research project,
- tell him/her that this is not a test,
- ask for his/her kind cooperation and patience in filling the questionnaire.

A. Identification

1. Name of learner _____
2. Location of learner _____
3. Sublocation of learner _____
4. Centre where literac certificate was obtained (in case learner obtained several certificates, please refer to the first one he received) _____
5. Year when literacy certificate was obtained (year of first certificate) _____
6. Name of literacy teacher _____

B. Personal Characteristics

7. Sex: Male /_/ Female /_/
8. Age _____
9. Marital status: Single /_/ Married /_/ Divorced /_/
10. Number of children _____

11. How many of them are currently staying with you?

_____

12. What is your mother tongue? _____

13. Do you speak

	No	Little	Well	Very well
Kiswahili	/_/	/_/	/_/	/_/
English	/_/	/_/	/_/	/_/

14. What is your religion?

Christian	Muslim	Indigenous African	Other
/_/	/_/	/_/	/_/

C. **Socio-economic Level**

15. What is your main occupation? (By main occupation we mean the occupation which takes most of your working time.)

Pastoralist	/_/
Subsistence farmer	/_/
Petty trader	/_/
Subsistence/cashcrop farmer (small scale)	/_/
Large scale cashcrop farmer	/_/
Big businessman/woman	/_/
Wage earner/salaried employee	/_/
Housewife (only for Nairobi)	/_/
Unemployed	/_/

16. Do you have any other sources of income?

Yes	No
/_/	/_/

Specify _____

17. The interviewer should find out either by observation or by asking the interviewee the following items:

(a) Type of house

Walls	Brick/cement	Timber	Iron	Mud	Other
	/_/	/_/	/_/	/_/	/_/
Roof	Grass/banana leaves	Tiles	Iron	Other	
	/_/	/_/	/_/	/_/	

(b) Type of furniture

Sofa set	Chairs	Stools	Other
/_/	/_/	/_/	/_/

(c) Source of lighting

Electrical	Pressure/Hurricane lamp	Other
/_/	/_/	/_/

(d) Source of Water

Piped	Roof catchment	Other
/_/	/_/	/_/

(e) Latrine or toilet

Yes	No
/_/	/_/

(f) Grade cows

Yes	No
/_/	/_/

D. Literacy Environment at Home

18. Do you have any books or magazines?

Yes	No
/_/	/_/

19. If yes, what kind of books or magazines are they?

(a) Bible /_/
(b) Koran /_/
(c) Hymn book /_/
(d) Other religious books /_/
(e) Non-religious books /_/

20. Do you have the following equipment?

(a) Radio /_/

(b) TV /_/

(c) Cassette Recorder /_/

21. Excluding children below the age of 15, are there any members of this family who cannot read and write?

Yes	No
/_/	/_/

22. If yes, how many? _____

23. Do they attend literacy classes?

None	Some	All
/_/	/_/	/_/

E. Exposure to Mass Media

24. Do you listen to the radio?

Never /_/

Less than once a week /_/

Once a week /_/

Several times a week /_/

Everyday /_/

25. What kind of programmes do you listen to? (Please read the list of different programmes to the interviewee.)

News /_/

Sports /_/

Religious programmes /_/

Educational programmes about

Home Economics /_/

Family life /_/

Vernacular programmes /_/

Entertainment /_/

Other (specify) /_/ _____

26. The Adult Education Department has special programmes for adult learners broadcast in Kiswahili. Do you know about them?

Yes	No
/_/	/_/

27. If yes, could you name them?

1. _____
2. _____
3. _____

28. If yes, how often do you listen to them

	Never	Once in a while	Often	Very often
Elimu maishani	/_/	/_/	/_/	/_/
Yakupasayo Kujua	/_/	/_/	/_/	/_/
Jifunze na Kuendelea	/_/	/_/	/_/	/_/

29. Do you watch TV?

Never	/_/
Less than once a week	/_/
Several times a week	/_/
Everyday	/_/

30. Do you watch cinema?

Never	/_/
Less than once a month	/_/
Once a month	/_/
More than once a month	/_/

F. Educational Background

31. Did you ever got to primary school?

    Yes /_/ No /_/

32. If yes, for how many years? _____

33. How many years did you attend literacy classes before taking the proficiency test? (Refer to the first certificate the learner received.) _____

34. How many classes were you expected to attend per week?

    _____

35. While you were a literacy learner, how often wree you absent?

    Rarely /_/ Often /_/ Very often /_/

36. Did you do any project work during your literacy classes?

    Yes /_/ No /_/

37. If yes, please specify the kind of project(s) you took part in (list all of them).

    _____

    _____

    _____

38. Could you evaluate your teacher on the basis of the following characteristics? (In case of change of teacher please evaluate the one the learner had for the longest period.)

	Bad	Average	Good
Attendance			
Punctuality			
Clarity			
Commitment			
Use of teaching aids			
Teacher/learner relationship			

39. Did you have to share your primers with other learners?

(a) Numberwork primers

Had my own /_/

Shared with one other learner /_/

Shared with several others /_/

(b) Reading and writing primers

Had my own /_/

Shared with one other learner /_/

Shared with several others /_/

40. Did you continue taking part in literacy class after sitting for your proficiency examination?

Yes /_/ No /_/

If yes, for how long? Duration _____

41. What other kinds of courses/workshops have you attended since obtaining the proficiency certificate? (Please read the whole list of possible types of courses and check all of them).

(a) Agriculture /_/

(b) Health /_/

(c) Family life /_/

(d) Family planning /_/

(e) Child care /_/

(f) Leadership courses /_/

(g) Business /_/

(h) Religion /_/

(i) Special classes for preparing C.P.E. /_/

(j) Other /_/

Specify _____

_____

(k) None /_/

G. Travel

42. Have you visited any of the following towns?

	Yes	No	No. of times	Total duration
Nairobi	/_/	/_/	/_/	_____
Mombasa	/_/	/_/	/_/	_____

43. Name the other big towns which you have visited.

_____

H. The Three R's

44. What were your reasons for joining the literacy programme?

_____

_____

_____

45. Do you feel that to become literate has helped you in your daily life?

Yes	No
/_/	/_/

46. Could you explain what you coniser to be the major advantages for you to have become literate?

1. _____
2. _____
3. _____

47. Now that you are literate, would you like to learn more?

Yes	No
/_/	/_/

48. If yes, what would you like to learn most?

_____

_____

49. Would you say your level of reading, writing and calculating has gone down, remained the same or improved since you obtained your Proficiency Certificate?

	Gone down	Remained the same	Improved
Reading			
Writing			
Number work			

50. Do you read books or magazines?

Yes /_/ No /_/

51. If no, why? _____

_____

52. If yes, how often?

Less than once a month /_/
Once a month /_/
Several times a month /_/
Several times a week /_/
Everyday /_/

53. If yes what kind of books or magazines do you read?

Bible /_/
Koran /_/
Other religious materials /_/
Non-religious materials /_/
Specify _____

_____

54. Do you read the newspaper?

Yes /_/ No /_/

55. If yes, how often?

Less than once a month	/_/
Once a month	/_/
Several times a month	/_/
Several times a week	/_/
Everyday	/_/

56. Do you do some writing?

Yes	No
/_/	/_/

57. If no, why? _____

_____

_____

58. If yes, how often?

Less than once a month	/_/
Once a month	/_/
Several times a month	/_/
Several times a week	/_/
Everyday	/_/

59. If yes, what do you write?

Letters	/_/
Fill out forms	/_/
Personal notes or exercises	/_/
Other	/_/

Specify _____

_____

60. Do you do some calculating?

Yes	No
/_/	/_/

61. If no, why? _____

_____

62. If yes, how often?

Less than once a month	/_/
Once a month	/_/
Several times a month	/_/
Several times a week	/_/
Everyday	/_/

63. If yes, for what purpose? _____

_____

I. Education of Children

64. How many children of primary school age (7-15) do you have?

_____

65. Do they got to school? Indicate the number for each category.

(a) Completed primary school _____

(b) Go to school _____

(c) Went to school, but dropped out _____

(d) Never started going to school _____

66. If some dropped out, why is this the case?

_____

_____

_____

67. If some never started going to school, why is this the case?

_____

_____

_____

68. If some go to school, do you discuss with them about what they learn in school, the progress they are making etc.

Never /_/
Once in a while /_/
Often /_/
Very often /_/

69. Do you check the way they do their homework?

Never /_/
Once in a while /_/
Often /_/
Very often /_/

70. Some people say that when children have good examination results it is because they have good teachers. Others feel that it is because the family helps and encourages them. In your view what is more important?

The teacher /_/
The family /_/
Both /_/
Other /_/
Specify _____

_____

J. Functional Aspects of Literacy

We are now going to ask you a few questions regarding your understanding of issues related to agriculture, health, family planning and government. Could you kindly respond to them.

71. Which one of the following foods gives energy to the body? (Only one choice).

Fruits	Maize	Meat	Do not know
/_/	/_/	/_/	/_/

72. Which of the following diseases can you contact by not washing your hands before eating?

Kwashiokor	Malaria	Diarrhoea	Do not know
/_/	/_/	/_/	/_/

73. What are the major reasons for planning a family? (A correct answer should include at least one of the following two responses.)
    (a) Family planning is good for the mother's and child's health
    (b) Family planning helps one to take better care of the children

    Correct /_/ Not correct /_/

74. What are the major advantages of breastfeeding? (A correct answer should include at least one of the following two responses.)
    (a) Mother's milk is more nutritious.
    (b) There is less risk for diseases (mother's milk is cleaner).

    Correct /_/ Not correct /_/

75. After how many years do we elect members of parliament? (The correct answer is 5 years)

    Correct /_/ Not correct /_/

76. Which is Kenya's ruling party?
Correct /_/ Not correct /_/

77. Why should a farmer use fertilizers?
(The correct answer is to increase production or to improve the soil.)
Correct /_/ Not correct /_/

Below are statement which represent some people's opinions regarding certain issues. We would also like to know your opinion. Please respond to the statements which follow.

78. Children are a gift from God. Human beings should therefore not plan on the number of children they should have.
Disagree /_/ Agree /_/

79. Fruits are more for children.
Disagree /_/ Agree /_/

80. Education no longer pays.
Disagree /_/ Agree /_/

81. Our forefathers never used latrines, yet they lived for a long time. It is therefore not necessary to use latrines.
Disagree /_/ Agree /_/

82. Do you eat fruits?
Yes /_/ No /_/

83. Do you keep records?
Yes /_/ No /_/
If yes, what kind of records do you keep?

_____

_____

84. Do you plant in rows?

Yes /_/ No /_/

85. Do you apply fertilizer?

Yes /_/ No /_/

86. Do you use certified of hybrid seeds?

Yes /_/ No /_/

87. (If the learner is below the age of 45 years ask him/her): Do you practice family planning?

Yes /_/ No /_/ Not applicable /_/

88. Are you a member of any social gropu or association, e.g. women group, workers union, Maendeleo ya Wanawake? Please list them.

Yes /_/ No /_/

If yes, which ones?

1. _____
2. _____
3. _____

89. Did you take part in the last parliamentary elections?

Yes /_/ No /_/

Thank you very much for your kind cooperation.

EFFECTS OF LITERACY

Questionnaire for Literacy Teachers

Date _____ Name of Interviewer _____

A. Identification

1. Name of teacher _____
2. Name of centre _____
3. Name of location _____
4. Distance from centre to divisional headquarters (km) _____
5. Year in which the centre was first started _____
6. How many times were you visited by your AAEO during the last year? _____
7. When did you receive his last visit? (precise date) _____

B. Buildings

8. Was the building specifically built for literacy use;

   Yes /_/ No /_/

9. If no, what is the original or common use of the building?

   - church or mosque /_/
   - school building /_/
   - community hall /_/
   - open air /_/
   - other /_/

   Specify _____

10. Conditions of the teaching environment:

Items	Poor	Average	Good
(a) Space available			
(b) Ventilation			
(c) Lighting			
(d) Cleanliness			
(e) Sitting facilities			
(f) Sitting arrangements			

NB: Please classify these on the basis of the criteria shown below.

(a) Space available:
Poor = learners overcrowded
Good = plenty of space

(b) Ventilation:
Poor = very little ventilation except through door
Good = enough ventilation

(c) Cleanliness:
Poor = room not swept
Good = room swept, no litter around

(d) Lighting:
Poor = too dark or too bright for easy reading
Good = enough light for easy reading

(e) Sitting facilities:
Poor = learners sitting on the floor
Good = learners have both forms and desks

(f) Sitting arrangements:
Poor = learners cannot see the teacher well and teacher cannot move freely within his class
Good = learners can see teacher well and teacher can move freely

11. Materials used for the construction of the building:

(a) Roof:

Iron	Tiles	Grass/Banana leaves	Other
/_/	/_/	/_/	/_/

(b) Walls:

Bricks	Timber	Iron	Mud	Other
/_/	/_/	/_/	/_/	/_/

(c) Floor:

Cemented	Not cemented
/_/	/_/

12. Any other useful information about the conditions of the building or the learning environment:

_____

_____

C. Teaching/Learning Aids

13. Aids for the teacher

Items	Availability		Source			
	Yes	No	Teacher made	Learner made	DAE	Other (specify)
(a) Blackboard						
(b) Chalk						
(c) Posters/ Paper cutting/Paste-up						
(d) Supplementary texts						
(e) Cards						
(f) Counting/Calculating aids						
(g) Pamphletes						
(h) Other (specify) _____ _____						

NB. Availability refers to availability of specific items on the day of the visit by the interviewer.

14. Aids for the learners

Items	Proportion of learners provided with the following learning aids:				
	100 %	100-75 %	75-50 %	50-25 %	less than 25 %
(a) Primers (b) Pencil					
(c) Exercise book					
(d) Rubber					

15. Records

Items	Availability		Quality	
	Yes	No	Well kept	Not well kept
(a) Attendance Register				
(b) Admission Register				
(c) Log Book				
(d) Progress Record Book				
(e) Lesson Notes				
(f) Scheme of Work				
(g) Committee Min. Book				
(h) Visitors Book				
(i) Others				

D. Teacher's Personal Data

16. Category: F/time /_/ P/time /_/ S/help /_/

17. Sex: Male /_/ Female /_/

18. Age: _____

19. Marital Status:
Married /_/ Single /_/ Divorced /_/

20. Level of formal education:
Primary school not completed /_/
C.P.E. /_/
K.J.S.E. /_/
K.A.C.E. /_/
Grade _____
K.A.A.C.E. /_/
Other qualifications _____

21. Training for literacy teaching. The teacher has received or is presently involved in:

Course	Yes	No	How many
(a) Induction			
(b) Correspondence			
(c) Low cost materials pro-dution			
(d) Weekend seminar			
Other courses attended (specify)			

22. Number of years of literacy teaching: _____

23. What were your doing before you started teaching literacy?

_____

_____

24. Besides literacy teaching what else do you do to earn your living;

_____

_____

_____

25. Were you born in this

Location		District	
Yes	No	Yes	No
/_/	/_/	/_/	/_/

26. Do you live within the sublocation in which your literacy centre is located?

Yes	No
/_/	/_/

27. Do you speak the local language?

Yes	No
/_/	/_/

E. Teaching Load

28. Give the following information about each of the classes you are teaching:

Class	No. of learners		Meeting time		No. of sessions per week
	Enrolment	Average attendance	From	To	
1.					
2.					
3.					

F. Teaching Content

29. What do you like to teach most, number work or reading and writing?

    Number work /_/ Reading and writing /_/

30. What do the majority of your learners like to learn most?

    Number work /_/ Reading and writing /_/

31. What kind of class projects do you have? Please list all of them.

    1.
    2.
    3.

32. Teaching content during the last one full month on the basis of the analysis of scheme of work and lesson plans. If these documents are not available try to find out from the teacher.

    (a) Total number of lessons taught _____

    (b) Number of lessons during which numeracy was taught _____

    (c) Number of lessons during which reading and writing was taught _____

    (d) Number of hours (in the last full month) devoted to (please estimate number of hours, not lessons)

    Classroom teaching _____

    Class project(s) _____

33. How many guest teachers/lecturers came to your class during the last six months?

Profession	Topic covered
1.	
2.	
3.	
4.	

34. Do you have a literacy centre committee?

Yes /_/ No /_/

35. If yes how many times did it meet over the last three months?

_____

36. What were the major issues discussed during the last meeting?

1. _____
2. _____
3. _____
4. _____

G. Teachers Attitude and Opinions

37. Why did you choose to be a literacy teacher?

_____
_____
_____
_____

38. What do you think is more interesting?

To teach adults /_/
To teach children /_/
No preference /_/
Please explain your preference _____
_____
_____

39. Could you classify the following five officers according to the respect they generally receive in a local community. Classify in order of priority from 1 (highest) to 5 (lowest).

Community Development Assistance /_/
Primary School Teacher /_/
Veterinary Assistant /_/
Adult Literacy Teacher /_/
Agricultural Assistant /_/

40. Do you participate in any community sponsored project?

Yes	No
/_/	/_/

If yes, in which ones? Please list them all.

1.
2.
3.
4.

41. Do you belong to any local groups or associatings?

Yes	No
/_/	/_/

If yes, which ones? Please list them all.

1.
2.
3.
4.

42. How happy are you in your present job?

Very unhappy	/_/
Unhappy	/_/
Just O.K.	/_/
Happy	/_/
Very happy	/_/

Why? _____

_____

_____

43. If very unhappy, unhappy of just O.K., what could be done to change the situation?

_____

_____

_____

44. What are your future professional plans? Will you remain a literacy teacher? Do you intend to change jobs? Please explain.

_____

_____

_____

45. What in your view are the major reasons which explain the problem of drop-out among literacy learners?

_____

_____

_____

46. What can be done to solve the problem?

_____

_____

_____

47. Do you think the literacy teacher can play an important role in solving this problem?

Yes	No
/_/	/_/

Explain how: _____

_____

_____

48. On what does the success of literacy learners mainly depend?

Learners /_/

Teachers /_/

Teaching/learning aids /_/

Thank you for your cooperation.

6. Radio Listening Report Forms

6.1 Programme Listening Report

Functional Literacy Curriculum, Programmes and Materials Development Project, Mwanza/Tanzania 1975 (?)

Programme Listening Report

Class: Date of Programm:
Name of Teacher: District: Division: Ward:
Participants registered: Male: Female: Total:
Attendance: Male: Female: Total:
Students of other classes who attended: Male: Female: Total:
Others who attended: Male: Female: Total:
Book used: Book one or Book two:
Class started in year:
Topic of the Radio Programme today:

1. Report of discussions
   a) Main issues discussed in response to the questions posed in the radio programme
   b) Decisions made
   c) Questions from the participants:

2. Views on the programme
   a) Which things were liked by participants
   b) Which things were disliked by participants
   c) On which matters you would like to get more explanations

3. The programmes to follow
   a) Changes required to be made
   b) On what issues should the programmes be based

4. Information on the class

5. Teachers views
   a) Programme reception: very clear fair bad
   b) Important things or points which helped you as a teacher in this programme
   c) Do you listen to the programme of "teacher of teachers" on Monday and Thursday at 1:30? Yes: No:

This form should be filled out by the teacher on the same day of the progrmme and mailed to the Literacy Project, Literacy by Radio, P.O. Box 1141, Mwanza, immediately.

Original Kisuaheli

6.2 Literacy Listening Report

The profile "Literacy Listening Report" was extracted from the manual **Organization of Literacy Broadcasting in Zambia**, prepared by A.M. Natesh, Literacy Broadcasting Section, Ministry of Rural Development, Lusaka 1972, p. 171.

It was designed for collecting information on the date of broadcast, the name of the listening club, the number of participants and their opinions on the quality of the programme. The objective was to use this information to improve radio programmes intended for neo-literates.

Literacy Listening Report

1. Date of broadcast:

2. Name of the listening club:

3. Province: Boma: Area:

4. Number of members of the club:

5. Number of members present:

6. Opinion of members on the quality of the programme:
   i) Did you understand the language used?
   ii) Is the language used the same as the one you generally use?
   iii) Did you understand the words clearly?
   iv) Did the participants speak too slow?
   v) Did the participants speak too fast?
   vi) Were they talking at the same time?
   vii) Was there noise in the radio?
   viii) How was the whole programme?
   Good: Fair: Bad:

7. Suggestions for improvement and questions:
   1.
   2.
   3.
   4.

8. Signature of Chairman Signature of the secretary

   Date: Date:

To: The Literacy Broadcasting Section,
Ministry of Rural Development
B.O. Box (?), Lusaka

6.3 Questionnaire on the Use of Radio and TV in Literacy Campaigns

John Maddison

From:

John Maddison, **Radio and Television in Literacy**, UNESCO, Paris 1971, pp 39-43.

The questionnaire was sent to educational authorities and broadcasting organizations in many parts of the world in the summer of 1969. Replies were to be sent to the Department of Mass Communication at Unesco in Paris by 1 September 1969. Some of these replies were actually received between September and December 1969.

USE OF RADIO AND TELEVISION IN LITERACY CAMPAIGNS

Q U E S T I O N N A I R E

The questionnaire is in two parts:

I. THE LITERACY PROJECT AND ITS BACKGROUND

II. THE RADIO AND TELEVISION ASPECTS

The questionnaire is designed to cover one single project or experiment only. Provision is made in Part I of the questionnaire for relating the project concerned to other projects and the national literacy campaign in your country.

But please supply a separate set of answers for each project you wish to cover.

Since we would like you to feel free to answer each question as fully as you consider fit, please do not insert any replies on the questionnaire itself. Replies should be provided in English, French or Spanish on separate paper, and typed on one side only.

For convenience, the present tense has largely been used in the questions that follow. Where the project has been completed, past tenses should be substituted as appropriate.

I. THE LITERACY PROJECT AND ITS BACKGROUND

A. NATURE OF THE PROJECT

1. TITLE OF PROJECT

2. DATE OF PROJECT (Years)

3. ORGANIZATION RESPONSIBLE FOR THE PROJECT
   NAME, ADDRESS.

4. SUMMARY OF GENERAL AIM AND SCOPE. Please describe the objectives of the project.
   Please attach any texts of basic directives or similar documents.

5. Does the project adopt the functional literacy approach and, if so, towards what aspects of vocational training and social and civic education is it orientated?
   Please attach any available syllabuses or curricular programmes etc.

B. ORGANIZATION

6. What is the body (or bodies) responsible for initiating and co-ordinating the project? (A ministry: interministerial committee: independent trust or corporation?)

7. What other bodies are involved in respect of:

   (a) research,

   (b) pre-planning,

   (c) educational content and validity,

   (d) staffing, equipment, physical resources?

8. How is co-ordination - administrative, financial and educational - between these bodies ensured?

9. How is the project related to, and co-ordinated with, the national literacy campaign in respect of:

   (a) objectives, (b) finance, (c) administration?

   Describe its place in relation to other projects within the national plan for literacy, especially those using radio and television or other audio-visual media.

II. THE RADIO AND/OR TELEVISION ASPECTS OF THE PROJECT

A. PURPOSE, PLANNING

10. At what stage(s) and for what specific purposes were radio and/or television chosen for use with the project? (As part of a promotional campaign to create a favourable climate for the project: to reach widely scattered audiences and overcome problems of distance: to train teachers and other project personnel: to accelerate and reinforce learning by the students: as teaching media in their own right: as ancillary aids to other methods.)

11. By whom was the use of radio and/or television planned? (Educational, broadcasting or other organizations.)

12. How was the use of radio and/or television planned? Describe any preliminary research carried out; planning of time-tables, equipment, costs, personnel etc.
Please attach any available reports and papers on this aspect.

13. How is co-ordination ensured between the broadcasting, educational and literacy agencies?

14. Please give data on hours per week devoted to the literacy course as a whole, and on amounts of time within those periods devoted to radio and television broadcasts and to lesson times specifically based on such broadcasts. Give also the duration of the course in weeks, months, years. Please specify the times of day when radio and television are used - daytime or evening - during or after work hours.
Please attach any available broadcast time-tables and programme schedules.

B. AUDIENCES

15. Describe the nature of the audiences reached by the broadcast literacy programmes in terms of their occupations, outlooks, milieux, needs and special interests. Please cover the following points: age levels: type of group - urban, industrial (light heavy industry), rural (agricultural) - men, women, mixed: illiterates or semi-literates or both: other specific groups.

What are the sizes of the audiences

(a) aimed at,

(b) actually reached?

(Give the total figures, and if possible, the breakdown figures for the categories referred to above in this question.)

C. TECHNICAL AND OTHER PROVISIONS FOR TRANSMISSION AND RECEPTION

16. What broadcasting channels are used for the project? (Open and closed circuit, frequencies, etc.)

17. What is the size of the territory and the population within the area covered by the transmissions?

18. What is the access of the intended audience to the broadcasts in terms of receivers per head of participating groups; or numbers having access to group viewing or listening facilities; or numbers available during programme times?

19. What arrangements are there at the receiving end? (Types of premises and facilities for viewing and listening and class reception etc.)

20. What arrangements are there for running and servicing equipment at the transmitting and the receiving ends?

D. STAFF PROVISIONS

21. What are the nature and size of the staff complements used in respect of:

(a) administration,

(b) running and servicing the equipment,

(c) providing programme materials,

(d) teaching functions,

(e) research and planning centrally and in the field?

Give details of the kinds of persons involved, especially on the teaching side.

22. Were these staffs and especially teachers, given special training in the use of broadcasts in literacy work? If so, how and by whom?

E. MATERIALS

23. Describe the types of materials used in the project:

(a) by the teachers,

(b) by the students,

(c) for training teachers and instructors;

(e.g. films, radio and television broadcasts, filmstrips, tapes, display materials, textbooks and manuals and other supporting literature and materials).

24. Which materials were provided centrally and which, if any, were produced locally or in the field?

25. By whom and how was the content and the form of these materials decided upon? Describe any steps taken to ensure the good quality of the materials as broadcasts as well as their educational suitability by joint bodies of teachers and broadcasters, by advisory councils or committees and so on.
Please send to Unesco samples of the materials used or indicate how Unesco may procure them.

F. METHODS

26. What specific subjects and skills does the project aim to teach and in what language (the national one, a local language or lingua franca)?

27. Do radio and/or television carry the main teaching burden?

28. What subjects and teaching functions are allocated to:

(a) radio or

(b) television and why?

29. Please describe the form and content of broadcast programmes.

30. How are the materials used in relation to each other? (e.g. radio plus filmstrip, "Radiovision" radio plus group discussion, television plus group action, television plus team teaching, radio plus television, television plus class teaching etc.)

7. An Alternative Approach to Evaluation

7. An Alternative Approach to Evaluation

Guidelines for Evaluation developed by the Directorate of Nonformal (Adult) Education (DAE), Ministry of Education and Social Welfare, New Delhi 1976.

Keep in Mind

DIRECTORATE OF NONFORMAL (ADULT) EDUCATION
MINISTRY OF EDUCATION AND SOCIAL WELFARE
GOVERNMENT OF INDIA

March, 1976

Printed at the Offset Press, Farm Information Unit, Directorate of Extension,
Ministry of Agriculture & Irrigation, New Delhi

Keep in Mind

Friends,

In the first folder DON'T FORGET, we talked about the basic premises of the functional literacy programme: what its objectives are, how it differs from a traditional literacy programme, how to organise the classes, how to relate the programme to the needs and requirements of the learners and the environment etc.

In the second folder, REMEMBER, we discussed the special significance of 'literacy' in a functional literacy programme — not a skill to serve as a mere tool of communication but content as a means of understanding a message, preparing for action, for achieving a better life.

Many of you have doubtless been working in the functional literacy programme already, trying to build the learning process and the learner-teacher relationship on a new basis.

Perhaps several batches of farmer-learners have already passed through your class.

If that is so, how do we assess if our achievements are close to our goals? That is to say, how do we test the success of the programme? What testing methods would best help in revealing whether the objective is being reached?

To start with

LET'S KEEP IN MIND ...

that the practised objectives of assessment should be as close as possible to the declared objectives of the programme.

Let's recall what we are aiming at —

Is the aim just to make illiterate adults become proficient in reading, writing and calculation skills? Or is it something deeper, broader and more fundamental?

An educational content limited just to habits of reading and writing can't help much. May be it would not be superfluous to quote here a few lines from a recent statement: "What would happen if the whole world became literate? Answer: not so very much, for the world is by and large structured in such a way that it is capable of absorbing the impact. But if the whole world consisted of literate, autonomous, critical, constructive people, capable of translating ideas into action, individually or collectively, the world would change."

It means that the goal of functional literacy is:

- to uplift individuals and communities
- to promote the quality of life and work
- to help socio-economic and socio-cultural development
- to prepare people for participating in achieving these objectives.

The functional literacy programme should therefore:

- promote the awareness of change,
- stimulate the will to change,
- create the capacity for change.

Awareness can come about:
through more objective information, knowledge and insight.

The will to change would result from:
rational attitudes and freedom from superstitions, prejudices and misconceptions.

Capacity for change means the ability to:
make the optimum use of existing facilities, or create new facilities.

Therefore,

LET'S BEAR IN MIND

that a functional literacy programme can be considered successful only if it helps the illiterate farmers —

- to know the why and wherefore of new farming techniques,
- to utilise physical inputs better,
- to function better as producers,
- to solve their problems independently,
- to be able to take collective action,
- to be able to make choices and decisions on their own, and
- to be capable of participating in change.

THIS is what we want to assess, measure and verify.

Are we doing so now? If not, how do we bring the correct focus?

Most of you are doubtless teachers in schools. You will, therefore, be inclined to apply the same testing methods and techniques for adults in the functional literacy programme, as you do for children in the formal classroom. Even otherwise, all of us have learnt the same way and been examined the same way too and it is understandable that we should now follow the same practices.

These procedures by and large test

- how well the learner is able to retain information in his memory
- how skillfully he is able to reproduce that information and
- how fast and accurate he is in displaying that information.

Let's see what happens, when these methods are applied among adult learners, who, you'll admit are:

- mature and experienced;
- already participating in serious pursuits of life and work;
- skilled in their own way and have already developed habits of thought, attitude and behaviour

It is therefore meaningless and futile to ask adult farmers

to 'Read from here --- to here' ...

one after the other, correct the mistakes and mark them,

or to solve sums like

"Add this to this, or

subtract this from this" etc.

and mark the wrong answers,

or to give a dictation,

correct and mark

and finalise to summarise the class performance like this:

	Number of learners obtaining			
	60% & above	45 - 50%	33- 44%	Below 33%
Reading	8	7	9	2
Writing	6	7	10	3
Arithmetic	4	6	11	5

and pronounce that -

26 appeared in the tests

2 failed in reading

3 failed in writing

5 failed in arithmetic etc.

What do these elaborate tests, marking and tabulation prove or disprove, either to you or to the learner?

JUST NOTHING

or even less than nothing

For tests like these only,

- humiliate adults
- discourage them
- defeat the very purpose of the programme

What then are the answers?

First : let's begin with : WHY do we "Test" at all?

Is it to 'pass' and 'fail'?

LET'S NOT FORGET ...

- that an adult learner is already engaged in responsible activities and will continue to do so in his own way. 'Failing' has no meaning in relation to his functions,
- that our real aim is that every adult learner should 'pass' in the sense that he should become aware, gain understanding, skill and confidence and become self-reliant. Some may take longer than others, but everyone needs to be helped to enter a process of change rather than reach a finite goal-post,
- that the assessment is really to show the teacher and learner alike how far the programme is effective and where it needs improvement.

Second : What then do we test?

YOU WILL AGREE ...

that we are seeking to find out — if and how much learners have become independent in their judgement and critical in their understanding of what is happening around them.

- how well they understand scientific and social phenomena
- if they have acquired the capability of and readiness to translate ideas into action
- if the learning has influenced their attitudes and behaviour
- if they have become literate and if this literacy achievement has improved their communication and cooperation with others
- if they have become more competent and productive functionaries.

Third : WHO tests WHOM?

We are accustomed to imagine that the teacher applies tests on learners - as if learners are objects of testing.

But ,

KEEP IN MIND

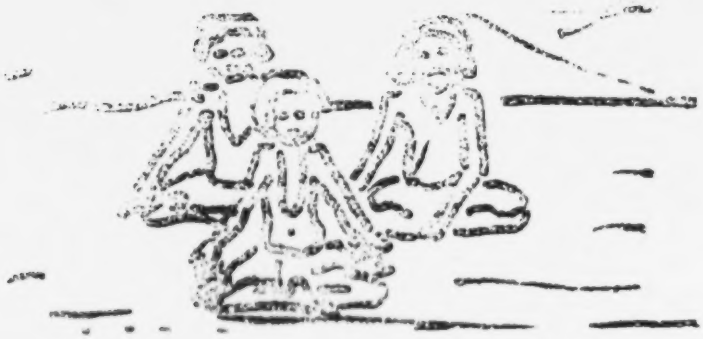
that working with adult learners consists in sharing knowledge and experience as between equals.

Therefore, assessment is a joint endeavour with equal participation of learners:

- in appraising the programme ,
- in adapting it better to the needs of the learner and the environment of which the teacher himself is a part;
- in deciding how assessment will be made ,
- in devising testing procedures ,
- in conducting the tests, and
- in arriving at judgements and conclusions

In other words, tests should not be unpleasant and disagreeable hurdles, but a normal and essential part of the overall learning process to find out :

- whether learners are learning ,
- what they need, want or expect ,
- whether the teacher is performing his task properly ,
- whether the learner is applying the new experiences gained by him ,
- whether the whole learning effort is achieving its purpose .



Fourth : WHEN does testing take place?

In the traditional system, there seems to be a distinct time for learning, and another, for testing.

But ,

BEAR IN MIND ...

that there can be no such dichotomy in a functional literacy programme. The process of learning itself becomes the way of analysing what change and growth are happening in the adult learner and his surroundings. This learning, teaching, discussing, sharing knowledge, and experience, analysing and testing, go together and simultaneously.

Such changes cannot be assessed just in one brief formal session. They need continuous and sensitive observation all through the course as it progresses —

> not only inside the classroom, but as you meet the learners in the village, in the market place, on the farm, or in the home or travelling together.

Assessment of the learners' progress at regular intervals is equally necessary. They need to know and feel it first of all. Recognising their own progress and achievements will encourage them in further learning. This will also enable you, as a literacy worker, to see whether the teaching-learning work is proceeding satisfactorily or if some modifications are necessary.

This will help you in adjusting your working procedures and teaching methods. This will also help you in giving individual attention to those who need it more, and will improve your work. Such assessment is useful for the surrounding community, leaders of the village, friends, and family members of the learners, since such a type of learning experience needs a constant support by the community and is continuously evaluated by it. Therefore, a literacy worker trying to observe the work done cannot limit himself to the learners — he has to pay careful attention to the whole 'learning milieu' or the 'learning environment' which includes all elements influencing and affecting the learners and the learning process.

Fifth : WHAT testing TECHNIQUES do we use ?

LET'S REMIND YOU ...

that a nonformal programme requires an informal, flexible, diversified method of assessing growth and change.

Paper — pencil tests alone are not adequate to measure what we are looking for.

Nor will questions like these be of much help :

1. Name the important seed varieties used in HY cultivation of wheat.
2. Which are the chemical fertilisers that are essential for obtaining good yields of Bajra?
3. Which fertilisers do you use?
4. How has this Programme helped you?

... and so on ...

These questions, by and large, test memory rather than knowledge acquired, ability rather than growth, accumulation of facts rather than a capacity to take decisions or search for solutions. They do not indicate what learners have understood about the problems in the environment, how they interpret events, the way in which they act and interact, the initiative they show, the attitudes they adopt, the social awareness they acquire, etc.

PLEASE, RECALL ..... RECALL .....

that a very important role has to be played by observations and interviews.

Every literacy worker should continuously and systematically observe the learners of the group, their behaviour in the environment, eventual changes in their attitudes and their interactions in the community. This is a vital part of a literacy worker's overall duties. Naturally, the aim is not to judge the learners as 'juniors', but to follow the evolution of the programme, its influence and impact and to draw conclusions for eventual corrections and modifications.

Probably even more necessary are interviews and conversations with the learners. Many literacy workers have a habit of 'addressing' the group of learner-farmers, only as a group - not in a 'face to face' conversation and exchange of views; never a personal, human contact. Without such contacts (not sporadic, but recurrent) it would be impossible to know anything worth-while about the programme's efficiency, usefulness and learners' growth and development.

Sometimes, in adult education programme, tests are used, which include some "practical" questions and exercises like the following:

* Add up and check bills of sale
* Calculate the quantity of foodstuffs you need to buy for your family
* Make change (paper money and coins)
* Estimate the time required for daily travel

Although these types of simple, practical questions may be useful - and could be used by each of you - our objectives are obviously much larger. Therefore, such questions are not sufficient. A programme aiming at the creation of social awareness, civic activity, human

promotion, cannot be assessed or observed on these criteria alone. A mechanical, technical contact between learners and literacy workers is not what will bring the desired results. Only a continuing dialogue and a human relationship as part of a joint socio-cultural and socio-economic venture will correspond to the very nature of the programme itself.

You have therefore to adopt much more than mechanical or technical tools, such as - observation, discussion, interviews, questioning, probing.

You have to be

Watchful of how learners react to problems discussed in class,
sensitive and alert to their attitudes to and acceptance of new ideas,
analytical of their responses and questions,
observant of changes in their behaviour, follow the impuct of the programme on the learners as well as on the environment.

These observations have to be systematically done and carefully recorded, so that objective conclusions can be drawn for them ...

not for judgement, but for eventual corrections and modifications

However,

BEAR IN MIND ....

that this does not mean that all classroom tests are done away with. Certain learning achievements can be best determined only by some forms of testing. For example, an informal reading inventory test can be given to several learners at a time, and repeated at intervals to determine the progress of individual adults.

Later, simple diagnostic testing may be used to help the learners to know how they are progressing. Any element of competition or comparison within the group must however be avoided.

After the first fears of testing diminish, simple forms of tests may be administered to determine the level of reading ability, writing or calculation.

In gradual stages, learners will need to be helped to become familiar with and get used to tests and examinations as a way of life, in education, employment, and so on.

Is it enough if the test assesses how well learners have understood, become aware, acquired competence and accepted the need for change?

For,

LET'S KEEP IN MIND

that all this will be only a fantasy and a dream, if it does not lead to ... ACTION - practical action in real situation.

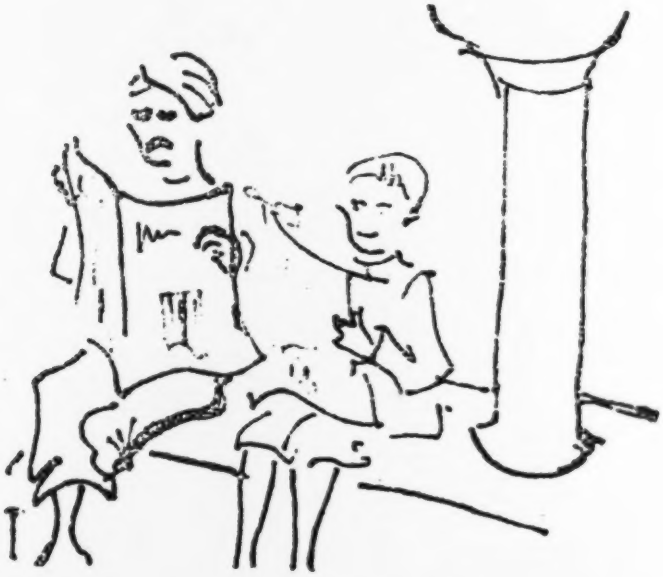
If, for instance, the main problem consists in increasing agricultural yields, the literacy worker should do his best to learn as much as possible from the farmer: how many crops was the farmer growing before joining the class, how many is he able to grow at the end, what have been his main problems and obstacles? has he brought about any change in crop cycles; got greater awareness/knowledge of package of practices? has he a curiosity to know and learn more about them? what is his perception and attitude towards the know-how imparted to him during the course? does he still hold on to traditional methods of cultivation and remains mentally attached to them? or is he willing to accept new ideas and methods; is he now better equipped to contribute to the modern methods of agriculture both in thinking and practice? can he use the physical inputs (seeds, fertilizers, insecticides and mechanical devices) profitably, with full understanding of their socio-economic implications? has he started making better use of the training and information received in the course?

or he is unable to cast off his reservations and prejudices? does he have a better appreciation of changed values? or does he hold on to age-old customs and attitudes (towards the education of girls and women; family planning, prevention of diseases and health measures, social evils like dowry etc.)?

If in another place, the main problems are of a quite different nature, the literacy workers have to turn their attention to other aspects of rural life.

But in all cases, your concern should be not to see how many more people become literate, - but how literacy is helping farmer-learners to reach other

objectives. In other words, the criteria for judging individual and collective results are neither scholastic



nor bookish - but are in the area of action. A functional literacy programme is successful only if it is followed by a concrete, practical action programme, or if the learners undertake some action and accept some new practices, as in the following cases :

(1) Our country needs constantly and urgently a higher production, productivity and yield, both in agricultural and non-agricultural areas. There are many reasons why, for instance, farmers are not ready to adopt new farming practices, or to use new seeds, or to change the cropping pattern. But, practical measures in a rural area: to involve more farmers in new agricultural practices, to disseminate the experiences of some progressive farmers, to create a young farmers' club in order to break down inertia and prejudice against agricultural innovations, to organise mutual-help camps particularly favouring small farmers etc. - would be some of the signs that an adult education venture has been successful.

(2) In many areas, yields are low because irrigation facilities do not exist or because water is distributed in an uneven way. Caste prejudices may be resulting in discrimination in water supply, Since higher yield and higher income depend very much on water distribution, a well conceived and successful adult education and adult literacy programme should necessarily lead to: fighting against prejudices and discriminations in sharing irrigation facilities; (ii) creating farmers' organisations to help them in eliminating corruption and injustices in that respect; (iii) organising voluntary action, most especially involving youth, to enlarge the irrigation network, to dig new wells etc.

(3) It is well known that Panchayati Raj organisations function well if they can help in involving all sections of the community in its democratic processes, in ensuring that landless labourers, small farmers and the poor sections of the community participate with equal freedom and independence in democracy functioning at the lowest level. If a functional literacy programme increases the interest of the learners for their environment, and if it helps them to get ready for searching better solutions for community problems - there will be more life in the Panchayat, more action for the better-

ment of the poorer sections and many more people will be involved in the panchayati raj activities. Common problems and interests will become common concern. If this really happens, literacy programme could be considered as having been purposeful.

(4) Let us take even a more technical objective, since in a particular area there may be for the time being a need to put all emphasis on enriching the soil. Therefore, a particular learning unit may be built around the agricultural operation of soil testing.

The unit has at least the following four conceptual goals :

(i) Socio-economic — relating to the supply of nutrients to the plants leading to higher yield due to better soil fertility
(ii) Socio-cultural - relating to common misuses of farmyard manure
(iii) Scientific - relating to specific requirements of nutrients in the soil needed for soil fertility and improved plant growth
(iv) Mathematical - relating to the idea of preparations of samples representing the whole

The aim of the testing will be to measure how far the learners have realised that the nourishment to the soil has to be in relation to its existing structure, whether they have understood the scientific basis for determining the additional nutrients required to make the soil reach optimum fertility, whether they have acquired the necessary instrumental skills to measure the soil fertility and to determine the action required, and the impact that this knowledge and skills have made on their actual practices.

The testing methods and techniques will be

Discussion and questioning to find out their doubts, reservations and resistances to adopt scientific soil testing procedures

Observation in the milieu to see the obstacles, if any – cultural, social and organisational - which block their adoption of rational practices

Examination in the field as to whether they have understood the concepts of 'sample', fractions, on measuring soil fertility

Practical testing to see if they have acquired the skills for taking a sample, sending it to laboratory, duly labelled

Noting their change of attitude, behaviour, and initiative, capacity to maintain records etc.

These four examples, among many others, similar and dissimilar, are but illustrations of a departure from old-fashioned conventional literacy (3 R's) programmes.

Naturally, every learning situation calls for different testing methodologies. It will not be necessary nor desirable to expect all outcomes of the programme from each learning unit nor to apply all forms of testing to every learning experience.

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It would be unrealistic to imagine that departures from long established practices of teaching, learning or testing are accomplished, the moment they are understood or wanted. Let us

KEEP IN MIND

that there are many obstacles to be overcome in any breakthrough, since all breakthrough in social and educational matters provokes reaction.

The reaction - a very important and vigorous one – may come from the society at large, from the social and political forces, from vested interests, from psychological barriers ...

Another barrier and reaction may come from educators themselves, who are accustomed to different teaching practices and often unwilling to change. But

most of the literacy workers, if not all of us, are products of the formal system of education, brought up in an environment of formal tests and examinations, we find ourselves obsessed with its structures and patterns, and resort to them with adults, who are not used to such rigid testing patterns.

Let us recall Tagore's inspiring words :

"A teacher can never truly teach unless he is still learning himself. A lamp can never light another lamp unless it continues to burn its own flame. The teacher who has come to the end of his subject, who has no living traffic with his knowledge but merely repeats his lessons to his students, can only load their minds: he cannot quicken them. Truth not only must inform, but also must inspire. If the inspiration dies out and the information only accumulates, then truth loses its infinity. The greater part of our learning in the schools has been waste because for most of our teachers, their subjects are like dead specimens of once living things, with which they have a learned acquaintance, but no communication of life and love."

Those who are involved in organising and promoting a functional literacy programme have a very important charge : to know and follow the growth, activities, interests and change of illiterate and newly-literate farmers.

To do that, one will have to

KEEP IN MIND ... KEEP IN MIND ...

these seven requirements :

(i) to understand the learners from the beginning and keep a record of the facts which can be compared after the programme concludes. These facts can be: their awareness of facts and realities around them; knowledge of agricultural practices; their attitudes towards them, the resistances and prejudices if any; their acceptance or level of adoption of various farming, social, health and similar practices; production of crops (yield) under fair weather conditions; attitude towards various social and civic measures; readiness for involvement in matters which are of a common concern; etc. The changes will be then known with better precision and permit an estimate of the nature and extent of their development;

(ii) to observe the learners and their readiness to overcome some prejudices and resistances to processes of change, as well as to observe their social behaviour and living habits;

(iii) to understand the learners' capability in participating in discussion, in showing an enlarged interest and outlook towards various day-to-day problems facing learners or the community and the application of the newly acquired knowledge in solving those problems;

(iv) to examine learner's capabilities of communicating with others, of trying to find out alternatives by discussing and thinking about his life and work problems, as well as to observe if he has gained more security and greater confidence in himself than before and if his dependence on others has reduced, if he finds himself better prepared to decide on his own without dependence on others;

(v) to check whether the acquisition of literacy has given the learner a greater awareness of the literature around him, to higher interest in it, whether he takes advantage of newspapers, booklets and pamphlets, different captions, posters etc.;

(vi) to test whether the skills acquired by the learner are solid enough to give him the ability to write his own name and address, to read and execute written instructions, to take simple notes on the basis of discussion, to fill out receipts, to write messages petitions, and applications;

(vii) to assess whether he can express himself in simple and understandable manner, both verbally and in writing.

In other words, friends,

LET US TRY ... LET US ATTEMPT ...

to assess objectively what we are doing and what the learners have got or missed. This is certainly not a simple and easy task. It is a complex exercise and usual ways of assessing, examining, testing educational results are not adequate. They cannot be, because the aims and purposes of functional literacy activities and other nonformal educational actions are different from conventional teaching practices and instructional objectives. Let us, thus, attempt to harmonise the goals of a basically human and social endeavour with its assessment.

German Foundation for International Development

DSE IN BRIEF

- Type of organization: foundation established under civil law in 1959
- Organs: Board of Trustees with 18 members representing the Federal government, State governments, the Federal Parliament, trade and industry, the trade unions and the academic world; Executive Office with Director General and Deputy Director General
- Staff: 460 staff members in 1987
- Budget in 1987: DM 83.3 million
- Participants in 1987: 7,805 of whom 5,988 came from developing countries
- The seat of the DSE is Berlin. It also maintains specialized Centres at various locations in the Federal Republic of Germany.
  Berlin: Executive Office, Development Policy Forum (EF), Development Information Centre (EPIZ), Central Administration, Economic and Social Development Centre (ZWS), Public Administration Promotion (ZÖV)
  Bonn: Education, Science and Documentation Centre (ZED)
  Bad Honnef: Area Orientation Centre (ZA)
  Mannheim: Industrial Occupations Promotion Centre (ZGB)
  Feldafing: Food and Agriculture Development Centre (ZEL)

TERMS OF REFERENCE

- Dialogue and exchange of experience between industrial and developing countries; promotion of the South-South dialogue
- Initial and advanced training of specialized and managerial personnel from developing countries
- Further training of German experts working in the field of development cooperation
- Preparation of German experts and their spouses/partners for their assignments in developing countries; further training of the inland staff of German development agencies
- Information and documentation in the field of development policy and developing countries
- Development of curricula and teaching materials for various areas of development cooperation

PERIODICALS

- 'Entwicklung und Zusammenarbeit' (E+Z), published in German in cooperation with the Carl Duisberg Society (CDG) (monthly)
- 'D+C', English, French and Spanish/Portuguese editions of 'E+Z' with regionalized content, published in cooperation with CDG (every two months)
- 'Echo aus Deutschland', published in German in cooperation with the CDG (every two months)
- 'entwicklung+ländlicher raum' (e+l), published in German in cooperation with the German Agency for Technical Cooperation (GTZ) and the German Agricultural Society (DLG) (6 times a year)
- Annual reports, in German, from 1960/61 onwards
- DSE Catalogue: Catalogue of DSE publications (annually)
- Calendar of seminars, courses and conferences in the field of development cooperation (quarterly)
- Developing country studies: bibliography of German research projects in the field of development, published in German (annually)

SELECTED AREAS OF WORK

Development Policy Forum (EF)

- Interdisciplinary meetings at policy level on current issues of North-South and South-South cooperation
- Joint activities with international organizations within and outside the UN system in the fields of development strategies, economic cooperation and sociocultural relations

Education, Science and Documentation Centre (ZED)

- Development of curricula/teaching aids for primary schools and teacher-training
- Promotion of literacy campaigns
- Development of distance study courses for staff of basic education programmes
- Advanced training of sports specialists for work in teacher-training or school-sport administration
- Further training of university lecturers in the fields of teaching, research and advisory assistance
- Support for measures to improve infrastructure in the field of science and technology
- Further training of librarians and of documentation and information specialists
- Collection, analysis and dissemination of specialized information on development policy and developing countries
- Central coordination and provision of information on the specialized field of development cooperation

Economic and Social Development Centre (ZWS)

- Advanced training in the fields of urban and regional development, surveying and cartography
- Project management methodology
- Support for economic reforms and advisory services in the field of economic policy
- Support for the development and setting up of primary health services
- Training in the fields of health education, drug monitoring and epidemiology
- Development and promotion of new credit facilities and target-group-oriented financing instruments

Area Orientation (ZA)

- Familiarization of German experts and their spouses/partners with the language, history, geography and institutions of the Third World countries to which they are to be assigned (three-month seminar)

Public Administration Promotion Centre (ZÖV)

- Increase the efficiency of tax and customs administration, budgeting and accounting, and public financial control
- Strengthen local self-administration and promote decentralized administrative systems
- Promote school and institutes of administration
- Improve development cooperation and economic cooperation within foreign services
- Further refine the concepts of administration promotion

Industrial Occupations Promotion (ZGB)

- Technical and didactic further training of teaching and managerial staff for vocational schools and in-plant training establishments; further training of lecturers engaged in teacher-training
- Measures to promote and support vocational education centres
- Follow-up activities: seminars and the mailing of specialized literature
- Vocational training programmes to promote small enterprises in the informal sector
- Promotion of the crafts through vocational training

Food and Agriculture Development Centre (ZEL)

- Food security and food strategies
- Agricultural research and experimentation
- Integrated rural development
- Promotion of agricultural marketing, agricultural credit for small farmers
- Self-help organizations, cooperatives
- Agricultural training, extension and information
- Plant production, including seed and plant material multiplication
- Plant protection, including post-harvest and storage protection
- Agricultural engineering and soil and water management, including irrigation
- Forestry (with emphasis on energy supply and desertification and erosion control) and ecosystem conservation
- Animal production, including veterinary medicine and animal health services
- Marine and freshwater fishery, including aquaculture
- Nutrition services (nutritional education, food hygiene, food technology)

Development Information Centre (EPIZ)

- Events providing information on development policy and developing countries for groups of school-children, young people and adults

International Literacy Year
Année internationale de l'alphabétisation
Año Internacional de la Alfabetización
1990 العام الدولي لمحو الأمية

The United Nations' declaration of 1990 as International Literacy Year promises to provide a unique and exciting opportunity to broaden and deepen international efforts at all levels to combat illiteracy. Unesco is the U.N. agency responsible for International Literacy Year.

As part of a worldwide strategy to combat illiteracy, International Literacy Year (ILY) will address the particular needs of developing countries, where illiteracy is closely related to underdevelopment and poverty, as well as industrialized countries, where functional illiteracy is a growing problem.

The elimination of illiteracy represents an essential condition for the development and well-being of people and nations on a world scale. International Literacy Year can become a unique opportunity to renew commitments and reinvigorate actions to combat illiteracy throughout the year and all through the ensuing decade. The year is envisaged not as a celebration but rather as a summons to action.

An International Task Force on Literacy has been set up to help to facilitate the involvement of non-governmental organizations in International Literacy Year. It currently consists of international and regional non-governmental organizations and cooperating bodies and is in the process of reviewing its composition.

At its second meeting in June, 1988, the ITFL further elaborated a strategy for International Literacy Year, consisting of four central components -- creating public awareness; creating and strengthening literacy structures; stimulating a "great debate" about literacy as well as increased literacy research and evaluation. Many organisations at all levels are currently considering activities that will promote these goals.

Your own efforts and initiatives in mobilizing your own constituencies are very critical in realizing the goals of the International Literacy Year.

For further information about International Literacy Year, contact: Wendy Johnston, Program Officer, International Task Force on Literacy. Telephone (416) 588-1211

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The International Task Force envisions a year which:

marks the beginning of a 10 year intensive effort to dramatically reduce illiteracy in the world;

mobilizes resources from the grassroots and factory floors through to government and educational institutions;

recognizes that illiteracy is a problem of both industrialized and non-industrialized nations;

will not confuse a campaign against illiteracy with a campaign against illiterate people;

links literacy to the achievements of social, economic and political democracy;

strengthens organizations of women, the poor, the jobless and landless;

results in increased empowerment of people not increased dependency;

results most importantly in strengthened permanent structures for promoting and enhancing literacy and adult education at both governmental and non-governmental levels.